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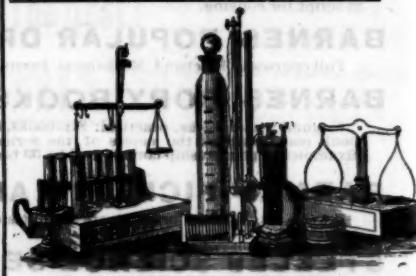
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CONTENTS.

EDITORIAL.

News of the Week—The Greek Estimate of Woman—Self-Education—Wrong Methods—The Order of Development—Proof Wanting—Progress in England—What are they Reading?	35
Changes Recommended in Normal School Work in the State	36
A Correction	36
What the "New" Education Is	36
A few Questions	36
Free Instruction for Teachers	36
Winter Carnival and Ice Palace at St. Paul	36
Supt. M. A. Newell, Ph.D.	37

EDITORIAL NOTES

BRIEF ITEMS

CONTRIBUTED ARTICLES.

The Attention. By Wm. M. Giffin, A.M., Newark, N. J.	37
A New Era in School Music.	38
The History of Education. By Edgar D. Shimr, Ph.D.	38
Literature in the Keokuk High School.	38
Pencil Talking. By Supt. Will S. Monroe	39
States....	39

REPORT OF STATE ASSOCIATION MEETINGS.

The Iowa Teachers' Association	39
The Missouri Association.	40
The California State Association	40
The Montana Territorial Institute	41
The Wisconsin Teachers' Association	41
Illinois State Teachers' Association	42
Things of To-Day	42
Fact and Rumor.	42
EDUCATIONAL NOTES	42
New York City Correspondence.	43
Articles Interesting to Teachers from Recent Publications.	44

BOOK DEPARTMENT.

New Books.	44
Reports.	45
Literary Notes.	45
Magazines.	45

MINNESOTA, Dakota, and other Northwestern states and territories were visited by a blizzard of unusual severity; many lives were lost, the railroads were blockaded, and travel obstructed. A law was passed by Congress in relation to permissible marks on second, third, and fourth class mail matter. The provisional committee of the Knights of Labor of New York and vicinity issued a circular to the local assemblies protesting against the alleged violations of the constitution of the order by the general officers. Mr. Lamar's nomination as Justice of the Supreme Court was confirmed, as were all the President's cabinet nominations. Mr. Parnell believes that dissensions exist in the British ministry, and that a crisis may be expected on English questions. Bismarck's anti-socialist bill provides for expatriation in certain cases. It is taken as very significant of Russia's intentions that the Czar rewarded with decorations those who have been most active in the war agitation.

LAST week we said something concerning the estimation in which woman was held by the civilized world a few centuries ago, but when we go back to old Greek times, we find that she was held in much higher esteem. Sophocles says:

"No greater evil can a man endure
Than a bad wife; nor find a greater good
Than one both good and wise; and each man speaks
As judging by the experience of his life."

"What house hath ever gained prosperity,
How swollen soe'er with pride, without the grace
Of woman's nobler nature."

The progress of civilization is marked by the estimation in which woman is held, and nothing shows our degeneracy in school work more than a persistent determination to pay woman much less for a certain amount and quality of work than man is paid for the same amount and quality.

MICHAEL FARADAY, in his essay on the Education of the Judgment, says that "the point of self-education, which consists in teaching the mind to resist its desires and inclinations until they are proved to be right, is the most important of all in every department of life." These are magnificent words by a magnificent man. Speaking according to the manner of the world, Faraday was self-educated. True, all education is self-education, but in this man's case the schools had little to do in making him what he was, for if they had, it is a question whether they would not have spoiled him. Nature had its way, and did her work grandly.

All processes of education have a moral basis and end, for what is it to learn how to live but to learn what ought to be done and what ought not to be done, and then have the power to resist the desires and inclinations until they are proved to be right?

"The expense of spirit in a waste of shame
Is lust in action;
A bliss in proof, and proved a very woe;
Before, a joy prepared; behind, a dream.
All this the world well knows."

And all this is learned by experience, yet how few have the power "to resist the heaven that leads them to this hill." On, in the maddening race they go, "mad in pursuit and in possession so," "past reason hunted," and then "past reason hated as a swallowed bait." But when the scholar knows enough to be self-contained until reason has had time to assert itself, he knows enough to go through the world successfully.

WE are slowly coming to find out that the old method of teaching history and literature is radically wrong. A date is worth nothing except as it leads to some truth. This it can do when it is associated with some living fact, or, better still, compared with other facts. Dr. Thomas Hunter, of this city, has well said that "the usual text-books on the history of the ancient empires, and Greece and Rome, are full of hard names and barren facts, useless dates and foolish wars, in which the student has no earthly interest. 'Plutarch's Lives' is worth a score of text-books on ancient history. Instead of beginning the study of English literature with the early Saxon writers, whose language is almost an unknown tongue, would it not be a great deal better to begin with 'Silas Marner,' 'The Vicar of Wakefield,' the 'Talisman,' and Macaulay's Essays in prose; and with the 'Lady of the Lake,' the 'Deserted Village,' and one or two of Shakespeare's best plays, in poetry? These the students could understand, and from these they could gradually move backward to Chaucer and Cædmon." If all our history and literature teachers would heed these truths, it would add a hundred-fold to the benefit derived from their instruction.

IN what order do the faculties of the growing child develop? It is said, first perception and memory; secondly, reason and judgment; and thirdly, fancy and imagination. No question is

more important to the scientific teacher than this, and it can only be answered by individual study by each teacher. The text-book of mankind is man, and the text-book of childhood is the child. This specimen of natural history is in our midst. What do we know about it? That at a certain age it must begin to read and spell, and at a later period study arithmetic and geography, and still later the languages and mathematics, and after a while graduate, and call its education finished. This is the empirical side. We are just beginning to find out that the child has its mental, physical, and ethical needs, and that it has also certain processes of growth, and at a fixed rate of progression. We are discovering what these needs are, and at what rate this development proceeds. This study is occupying the attention of some of the best thinkers, and as new points are settled, new adjustments of our courses of study will become necessary.

The aim of educational work is the culture of each individual child, and progress in school work will be seen by watching the more perfect adaptation of methods to each child at each stage in its growth. The theory of the education of masses of children all alike is a wrong theory. No two individual things in the inorganic or organic world were ever created alike in all particulars. The law of differences is the law of nature, and the following of the law of nature is the road towards success. As this principle in education becomes more and more apprehended, the more will processes in education cease to be empirical, and become more practical.

IT is easier to make charges than to prove them.

We have an illustration of this text in the accusation that some members of the Brooklyn Board of Education are for sale, made by Foster L. Backus, Esq. When proof was demanded by Joseph C. Hendrix, president of the Board of Education, Mr. Backus confessed that he was unable to "deliver the goods" he had promised. The grand jury are now at work at this odorous job, with what success we cannot yet report.

THE London *Journal of Education* is jubilant over the prospects of the new year in England, for the Royal Education Commission will unanimously condemn the system of payment of teachers by results; also a "technical bill" will be passed, whereby the son of an English mechanic and artisan will be enabled to start in life with the same advantages as if he were a subject of France and Germany! The Greek delectus will not be required during the last and most important year occupied for preparation for Oxford and Cambridge. The head-masters will also agree not to examine in Greek for an entrance scholarship, or entrance examination, and to substitute for Greek a sound knowledge of English and French. These reforms, as stated by our English contemporary, are well worth much rejoicing. The English world is slowly moving towards the establishment of a national system of free public instruction, affording tuition to all children and youth in the lowest as well as the highest classes.

WHAT are the boys of our country reading this winter? What are our girls reading? What books are our teachers reading? The published answers to these questions would be most interesting, and it is our intention to find these answers as soon as possible. Now, will our readers help us? We venture the assertion that the better class of our girls are reading Walter Scott, Dickens, George Eliot, Washington Irving. What are the worst class reading? We leave the answer to this question to the investigations of our readers, and await the reports we may receive, with much anticipation.

CHANGES RECOMMENDED IN NORMAL SCHOOL WORK IN THE STATE.

At the recent meeting of New York associated principals in Syracuse, Dr. Sheldon offered a resolution that recommended the Board of Regents to arrange their courses of study so as to include the work required for admission to the professional part of our state normal schools, "on condition that the state authorities, not having charge of these schools, will accept the diplomas or certificates of the Board of Regents as evidence of proper qualification to enter upon the professional work in said normal schools, without further examination."

Dr. Sheldon also offered another series of resolutions indicating that some arrangement ought to be made by which teachers in the rural districts may receive a more thorough preparation for their work. The resolutions propose that "at least one elementary training school for the preparation of teachers for the country district schools should be established in each county in the state, with a short course of three to five months, into which only those pupils may be admitted who have completed a prescribed course of study in the common English branches required to be taught in the public schools, and who hold a properly authorized certificate of such qualification."

"The instruction and training in these schools should be confined to a discussion of the principles of education, the application of these principles in teaching, together with practice in teaching under criticism, and with this view every such school should have connected with it a school of children, which may be used as a school of practice."

The resolutions "deem appropriations for the organization and proper support of such elementary training schools of far more importance to the educational work of the state, than the establishment of more normal schools on the basis of the present organization of such schools, and that while the present system of normal schools are important factors in the educational work of the state, especially in the training of teachers for the union and graded schools, and that more of these schools will be required in the future, yet they are not competent under their present organization to meet the demands of the rural districts, and before more of these schools are established some provision, such as indicated by the foregoing resolutions, should be made for the training of teachers for the country ungraded schools."

These suggestions are of great practical importance, for it is a fact that the teachers in the rural districts do not receive thorough preparation for their work. It is of the utmost consequence that school authorities should give early attention to this matter. The work of the present teachers' classes in our academies should be so organized and enlarged by proper appropriations as to meet the needs of thousands of teachers, who now enter the school-room with no preparation for the school-room.

We have enough normal schools in this state to meet the demand for graded school teachers. The educational need is just where it has been pointed out by Dr. Sheldon in his resolutions. The normal schools have not directly raised the grade of teaching in the rural schools. *Indirectly* they have. Now we want forces set in operation that will take hold of *all* teachers in all districts and lift them up. We have had theory piled upon theory—now we want practice and knowledge. The two questions that must be asked by every supervising officer are, "Do you know the facts you will be called upon to teach?" and "Can you teach those facts?" Not *tell*, not drive, but *teach* the children so that they will become worthy citizens of our republic. We trust that Dr. Sheldon will soon see the plans he suggests carried into successful practice.

EDITORIAL CORRESPONDENCE.

It is not possible to describe the wonderful country through which I have passed, and I shall not attempt it. I will merely give a few impressions for those who have yet to see it.

At Denver looking west you face the foot-hills of the Rocky Mountains, fourteen miles distant; it is a glorious and refreshing view. From Denver to Pueblo these grand mountains are on your right, and they present ever varying and beautiful aspects. A little snow is distributed on their summits and sides so that the blue and white are charmingly commingled. At Colorado Springs, which is half way between Denver and Pueblo, the majestic summit of Pike's Peak faces you. It stands sublime in its grandeur, and you realize that you live in a world of wonders.

You are among the clouds in many places. Denver is 5196 feet above the sea level; Palmer Lake, 7228 feet; Colorado Springs, 5992 feet; Pike's Peak is 14,187 feet.

I made a stop at Colorado Springs; it is well laid out, has fine water, and a very intelligent population. Prof. Byington, the superintendent of the schools, was absent; the school buildings are all good; in fact, they are remarkably good. It being holiday week, school sessions were suspended.

I was surprised to see so many invalids in this town; the clerk of the hotel, the brakeman on the train, the lady clerks in two of the stores, the photographer, were all here in search of health. To hear coughing in the streets was most common. Probably two-thirds of the population is made up of men and women who have suffered from diseases of the lungs. A physician told me that nearly all were benefited, yet many came too late. One lady I saw had been an earnest teacher in the East; she had given up the hope of returning home to live; to keep health the stay here must be permanent, in many cases.

The climate here is something remarkable. It is so dry that you do not feel the cold. It may be freezing weather in the street and yet the people walk around without overcoats. Colorado Springs is in the shadow of Pike's Peak; after four o'clock in the afternoon it begins to grow chilly. There is little snow here now, and the winters are usually very mild. The height and the absence of water makes the atmosphere so dry that one does not seem to feel the cold; hence one who in the East is an invalid, and hovers in winter over the fire, goes out here with pleasure as well as profit. I saw several delicate ladies sitting on piazzas when the temperature was certainly at 30 degrees above zero. It is a custom for all invalids here to spend as much time in the open air as possible.

I would wish it were possible for our hard pressed teachers to breathe with me this morning, the buoyant air that I breathe. It is well worth the journey here to feel the exhilaration that comes from imbibing such delicious draughts. The journey from Chicago was by the well-built and well-equipped "C. R. and Q." The eating stations were well managed, but many carried tooth-some lunches in tin boxes, buying coffee or tea or milk. I commend this practice to all tourists—it will save dyspepsia.

Colorado Springs.

A. M. K.

A CORRECTION.

Noticing in a November issue of your valuable paper an article with the caption,—"A practical example of wrong government," in which matters are discussed in a manner calculated to injure the principal of Weehawken School, and understanding from your correspondent that the text of the article was taken from your exchange, I would feel obliged if you would make such corrections as are consistent with the facts.

The sensational reports published by many papers, were mostly highly magnified extracts from a Jersey City paper, furnished by a very young and crazy-headed correspondent, whose renumeration for making the most of local items is about a penny a line.

This young gentleman's practice of exaggeration is well understood here and rated accordingly. The outside public who never heard and never will hear of him, except, perhaps, as a monumental liar, of course, have no means of estimating the truth of his statements.

The associated press, however, suspecting something wrong, sent a reliable man to get at the truth. This reporter, after a thorough investigation, adopted a statement made by the principal of the school, which was published in many papers, and of which I give you the substance. While the teacher was engaged in disciplining a scholar, a very common and not remarkable occurrence, another scholar came from behind and struck, or as he says gave a slight pull at the teacher, instantly returning to his seat. This slight blow, or pull, was extraordinary, but the boy has a reputation for crankiness and has been several times expelled in former years and, perhaps it is not surprising when these circumstances are considered, the principal does not consider it very consequential.

No general row or insubordination occurred, no missiles were thrown, no pupils left the room, nor did any come from other departments as alleged. None of the teachers surrendered, nor was the school closed till the usual time. As to resignations, eight weeks have passed and all the teachers, principal included, are still in their places. The school trustees have assured Mr. Strickland of their confidence in him, and are of the opinion

that much improvement, as compared with former years has been made. It is true that the school is "hard." The writer has a theory as to the causes. His position here prevents him from discussing that theory. It is his duty to take things as he finds them, and do the best that he can. Strength has hitherto been vouchsafed him to accomplish something in other fields, and he does not despair of doing some good even in Weehawken. X.

WHAT THE "NEW" EDUCATION IS.

There seems to be much difficulty among some honest students of pedagogy in determining exactly what the "new" education is. The question is easily determined if the learner is honest in his profession to know. Correctly speaking there is no new, and no old education. *Education* is the same, yesterday, to-day, and forever, but the word is used to denote scholastic processes. These may be partly educative, fully educative, or not at all educative; and since nothing now is perfect, we can not say that school methods have reached that point. Mankind is progressing or rather growing. How? In what particulars? Towards what future? (1) How? (a) By criticism. (b) By knowing failures in the past. (c) By studying the nature and phenomena of growth. (d) By establishing educational axioms. (e) By formulating the elements of a perfect human being. (f) By knowing the doctrine of forces.

The result of these studies will be POWER. Here in brief is a statement of what the "new" education is doing. The full discussion of this subject would fill a volume.

A FEW QUESTIONS.

The "new" education implies thinking in teachers. Imitators are not teachers! Crammers are not teachers; only *thinkers* are teachers. Some of the most important questions to be answered are: What promotes healthy child growth, physically, mentally, morally? What are the physical, mental, and moral forces that the child needs at each stage in his growth? In what way must these forces be applied? What is meant by *knowing the child*? The teacher must know the subjects that must be taught to the child. What do we mean by scholarly teachers? If it is necessary for a teacher to know much more than the child is expected to learn; how much more? The amount of knowledge the child has must be known. How much does the average child of ten years know? It is by stimulating this knowledge that the child grows. In what way can it be stimulated? Here is food for much thought. Let many of our thinking readers give us their views on one or more of these subjects.

FREE INSTRUCTION FOR TEACHERS.

Senator Cantor introduced a bill authorizing Andrew S. Draper, Superintendent of Public Instruction, to enter into an agreement with the Industrial Education Association, of New York City, for a term not to exceed three years, to supply and maintain a course of free instruction in drawing, modeling, woodworking, metal working, sewing and cooking to such teachers of the common and normal schools of the state as may desire it, and to provide for at least one lecture a year at each of the normal schools. Eighteen thousand dollars are to be appropriated for this purpose.

WINTER CARNIVAL AND ICE PALACE AT ST. PAUL.

All arrangements are about completed for the great carnival and ice palace at St. Paul, which is to open the 24th of this month and continue ten days. The arrangements indicate that the carnival will be one of unparalleled grandeur and interest to spectators and participants. As Montreal has given up the idea of a carnival this season it will undoubtedly have a tendency to enlarge the one at St. Paul. The old Pioneer Route, the Chicago and North-Western Railway, was the first to announce the fact that they would sell round-trip tickets from Chicago at the one-way rate, viz: \$11.50. The eastern representative of the company, Mr. E. T. Monett is forming excursion parties through this section and will gladly render any information that is in his power. His office is at 409 Broadway.

PRINCIPAL J. H. CARPHEY was wrongly located at Baldwinville in our report of the "Associated Academic Principals." His address is Waterloo where he is principal of the academy and union school.

BRIEF ITEMS.

MR. J. F. ARTHUR, principal of Male Grammar School No. 3, Baltimore, Maryland, may be justly called one of the successful men of our day. He is quiet and unassuming in manner, with a dignity which everywhere commands respect, and is a thorough teacher, as the after life of his pupils proves. Mr. Arthur was educated in the public schools of Baltimore, and graduated from the Baltimore City College in 1857. For two years he taught in a private school. In 1860, he was elected first assistant in the grammar schools, and two years later was made principal. He has spent twenty-seven years in the service of the public schools of Baltimore. He has served as principal of the Saturday normal class for teachers; has twice been president of the Baltimore City Teachers' Association; has been president of the Maryland State Teachers' Association, and president of Male Grammar School Principals' Association.

RUSKIN says "man should resemble a river." Whereupon a paper says he frequently does. For instance, a river sometimes becomes dry; so does a man. A river is sometimes dammed; so is a man. A river at times is pretty shallow; so is a dude, at all times.

It is the very general testimony of all Indian teachers that the Indians can be reached only in their own vernacular tongue. Says the Rev. George S. Cook, an Episcopal clergyman and a Dakota Indian by race: "The recent order against the use of the vernacular, does embarrass our work. Of course, we observe the order here at the Agency, with the boarding-school children, but not at the camp schools. We can get these children to memorize verses of Scripture, etc., but I would not give very much for what they understand of the same."

The following letter speaks for itself, coming as it does from a gentleman, whose opinion carries with it great weight. It was unsolicited, and thus all the more refreshing:

San Francisco, Dec. 12, 1887.

E. L. KELLOGG & CO.

Dear Sirs:

Allow me to thank you for a copy of Jerome Allen's "Mind Studies for Young Teachers" (No. 1).

The book is delightful in its clearness and simplicity. I have been reading it to the Normal Classes for the last two weeks. It is admirably suited to the needs of pupil teachers.

I want to shake hands across the Rocky Mountains with Prof. Allen, to express my satisfaction with this rare book, in which psychology seems so delightfully practical. I most cordially command it to normal school instructors, as well as to young teachers.

Yours truly,

JOHN SWETT.

We shall present our readers next week with a picture and ground plan of one of the prettiest and most convenient small-priced school-houses we have ever seen.

It was designed and drawn by Mr. C. E. Gardner, the well-known architect of Springfield, Mass. Another of his plans is already engraved and will appear within a few weeks.

We have also made arrangements to engrave and publish several of the best school-house plans submitted to the New York State Superintendent of Public Instruction, and passed upon at the competitive examination recently conducted by a committee appointed under the authority of this state.

The expense in engraving those houses has been, and will be, considerable but we are certain we shall be amply paid by the cordial reception they will receive from those who are anxious to see the best. It is our design to make the JOURNAL in every way up to the times, and our readers can rest assured that we shall spare no pains nor expense, as far as we are able, in making it the very best educational paper in the United States of America.

COL. PARKER has written a book of 150 pages on "How to Study Geography." We haven't seen the book but we have no doubt as to its merits. If the number who read it shall equal the number who will want to, its sale will be large.



SUPT. M. A. NEWELL, PH. D.

Dr. Newell was born in Belfast, Ireland, and educated at the Royal College of Belfast, now Queen's College, and at Trinity College, Dublin. He came to Baltimore and was appointed professor of natural science in the high school, now the city college, and afterwards became professor of mathematics in Lafayette College, Easton, Pa. He returned to Baltimore and established the "Commercial and Collegiate Institute," which was broken up by the breaking out of the war. Then he went to Pittsburg, and was one of the two principals of the Newell Institute, founded by Jas. R. Newell. In 1866 he was called on to organize the Maryland State Normal School in Baltimore; accepted and commenced work in a rented hall. After ten years wrestling with the Legislature he succeeded in getting an appropriation of \$125,000 for a building, now very beautiful and complete, but too small for the rapidly increasing clientele. In 1868, he was appointed state superintendent, both of which offices he has held continuously to the present.

He is the author of a series of school readers, not well advertised, and therefore not as extensively sold as the author would like, both for his credit and his pocket's sake.

He has held summer normals and county institutes and "Peabody Institutes," during the last six years (in vacation) in Virginia, West Virginia, North Carolina, and South Carolina. The first of them was at the "University of Virginia," lasted six weeks and numbered nearly 700 members.

Dr. Newell has been president of the National Education Association, and for many years has been foremost in advocating educational doctrines. By nature he is inclined to be conservative, but withal he has a most genial and friendly nature. No one has done more for the cause of popular education in Maryland than he, and no one is more highly esteemed as a good friend and an honest, sympathetic co-laborer among those with whom he is brought in contact. In addition he is a thorough scholar and an excellent public speaker.

"PRESIDENT ELIOT, of Harvard University, favors athletics, and has himself put on the gloves now and then for a friendly encounter. 'As a purely scientific amusement,' he says, 'there is no harm to be feared from boxing.' Be careful, Mr. President. When the noble Sullivan returns let him put his eagle eye on you for a few minutes. One of his famous left-handers and we should be sorrowfully called upon to write a eulogy on 'the late president of Harvard.'—*The Herald*.

COMMISSIONER J. H. MANN, of the 3d district of Schoharie county, has been re-elected for the third term. This is not in accordance with the "political law," of the district but his record as commissioner has placed him in such high standing that the people endorsed his work by a re-election.

THE ATTENTION.

By WM. M. GIFFIN, A. M., Newark, N. J.

"In your judgment, can a teacher compel, or in other words, make his pupils give him attention?" is a question which the writer answered with a most emphatic, "No."! The teacher must so conduct his exercise when teaching young children as to win their attention. His answer having been so thoroughly criticised, he took upon himself the task of obtaining more light on the subject. To some parties, he wrote personal letters asking for information. While, in other cases, he obtained his information from the works of some of our best known educators. He now gives to the readers of the JOURNAL, some of the results of his labor.

"It is to be noted that while the mind may be directed, and the senses energized by mere force of will, the attention is most easily given when the mind is attracted to, or interested in, the object observed: interest invites and sustains attention, and this fact bears directly on the art of teaching."

—E. E. WHITB in "Elements of Pedagogy."

"It seems to me impossible to compel attention by outer means. As the Germans say, 'You may lead an ox to the water, but you cannot force him to drink.' Only by creating the thirst for knowledge, and inner-craving for the matter under consideration, a genuine interest, can true attention be secured. It is possible, of course, to force the attitude or semblance of attention, through fear or other motives, but this is a spurious article."

—W. N. HAILMANN, Supt. of Schools, La Porte, Ind.

"A teacher can command a pupil to give attention, but it rests, in the ultimate analysis, with the pupil to obey the command; no one can act for any will, except the owner of that will, i. e. the self, the pupil in this case."

—J. H. HOOSE, State Normal School, Cortland Co., N. Y.

"The teacher must win the attention of the children in the early years of school life. She must not demand it. Early attention is involuntary, goes where it is attracted. The child is so constituted that until his mental habits are formed, the very manner and tone which demand attention, distract it. One of the highest arts of teaching is to win the attention of children to a lesson to which they would not otherwise give attention."

—WM. E. SHELDON, *American Teacher*, Boston.

"In my judgment, it is impossible for a teacher to compel or in other words, to face or make a pupil give him his attention. I could write on the subject all day, but I will simply say that (1) interest is important, (2) variety, (3) good elocution, (4) frequent change, (5) vigilance, but above, underneath, and all around, and everywhere the interest of the mind must be secured. I can make a boy look at me, but I cannot make him think. This is impossible. I can influence him, but the other thing I cannot do."

—JEROME ALLEN, N. Y. SCHOOL JOURNAL.

"It is with children as with men, few of whom are open to conviction, but the majority of whom are open to persuasion."

—GOETHE.

"Children must not be forced to study against their will."

—COMENIUS.

"Had the doctrines of Comenius been welcomed with greater unanimity, the intelligence of modern Europe would have been advanced by a hundred years. We feel surprised that so much wisdom can have lain in the path of the schoolmasters for two hundred and fifty years, and they have never stopped to avail themselves of its treasures."

—BROWNING.

"Give you reason on compulsion! If reasons were as plenty as blackberries I would not give you reason on compulsion."

—SHAKESPEARE.

"The attractiveness of the subject, if naturally taught, will create a genuine, enthusiastic love for study, and develop the clearest and most prolonged attention. One of the stale, old, often repeated, stock arguments is, that the methods used, are those of entertainment and pleasure. That the child must be trained to face the stern realities of life, by strict discipline and hard work. This objection is so venerable, and at the same time so stupid, that it is hardly worth the time it takes to answer it. Because the mind finds pleasure in natural growth, ergo the teaching should be unnatural, in order to discipline its powers; as if the road to success in life lay in tormenting the child with all the sharp thorns, and hard pebbles, that can be placed therein. What man ever made a true success in this world who did not love his work, and pursue it with a genuine enthusiasm?"

—Col. F. W. PARKER, in "Talks on Teaching."

A NEW ERA IN SCHOOL MUSIC.

To the Editor of the SCHOOL JOURNAL:—An organization has been formed, under the title of the American Vocal Music Association, which gives ground for belief that the heading of this article expresses a historical fact. The officers of the Association are some of the most eminent musicians, educators, and clergymen in America. A few names may be mentioned in illustration. President, William Mason, Mus. Doc.; Secretary, Dr. Lyman Abbott, editor of the *Christian Union*, and Dr. Jerome Allen, Prof. of Pedagogy in the Univ. of the City of New York; Treasurer, E. M. Bowman, president of the American College of Musicians; Vice Presidents, Dr. G. Stanley Hall, Col. W. F. Parker, Dr. Joseph T. Duryea, Dr. Thomas S. Hastings, Dr. Edward Everett Hale, and many others of equal eminence. The object of this Association, as set forth in its prospectus, is "the development of church, school and social music through the Tonic Sol-fa system, which has been proved by its results to be the most effective means of securing the musical culture of the masses of the people that has yet been devised."

It is hoped that school superintendents, principals, and teachers will realize that the Tonic Sol-fa system is now an accepted fact. It has passed through and beyond the stage of doubt and inquiry. The leading musical critic and writer of America, H. E. Krehbiel, of the *New York Tribune*, has pronounced in favor of it in the *Century Magazine* for December as being "in accord with the scientific basis of music," and "the fittest means at our command for the promotion of popular choral culture." The eminent pianist, composer and teacher, Dr. William Mason (a son of Lowell Mason, concerning whom Horace Mann said, "I have never before seen anything that came nearer to my *beau ideal* of teaching") has written a letter for the express purpose of giving all the weight of his commanding influence to induce the American people to adopt the system without delay. The New Jersey State Teachers' Association appointed a committee to spend a year in investigating the Tonic Sol-fa system. At the end of that time the committee reported as follows:

In order to be able to present a report that might prove satisfactory to the teachers of this Association, and that would be based on strong and positive evidence, we decided on the plan of obtaining information direct from those who by experience would best be qualified to give an opinion in regard to this system. To secure this information, a circular letter was prepared and sent to principals and teachers of both public and private schools, to professors and teachers of music, and to any one who had tried this system and whose name we were able to obtain. We knew not what the opinions of these various parties were—whether they would be favorable or unfavorable. We knew they had tried this system and we felt that from them we should receive a fair expression of opinion.

We have received replies to this circular letter from about five hundred different persons in various parts of the United States and Canada. The evidence contained in these replies is too voluminous to be embodied in this report, but it is *without exception* decidedly in favor of Tonic Sol-fa. The most positive answers to our questions and the most emphatic remarks come from professors and teachers of music, who do not hesitate to declare in no uncertain terms their preference for this system. In addition to this we find that it has virtually taken possession of the public schools of Great Britain, notwithstanding great opposition on the part of the government inspectors of music; and that without exception, it is preferred by the five thousand Board School teachers of London, who have the privilege of teaching any system they choose.

Considering carefully all the evidence we have received, your committee can form any other than the following conclusions relative to the Tonic Sol-fa system:

1. It is simple and easily understood.
2. It has tendency to encourage pupils to sing.
3. It is well adapted to the youngest primary pupils.
4. It holds the attention and sustains the interest of pupils better than the staff.
5. It secures the greatest educational results to the greatest number.
6. It is most likely to be taught successfully by the regular teachers who have not had a special musical education.
7. It is the best possible introduction to an intelligent understanding of the staff notation.

In closing this report your committee would submit the following resolution:

Resolved, That as the difficulties of the staff notation virtually exclude the study of vocal music from the great majority of our public schools; and as a careful and thorough investigation shows the Tonic Sol-fa system to be eminently practical and of great value, we recommend the latter system to the favorable consideration of the teachers of the State of New Jersey...

H. E. HARRIS,
VERNON L. DAVEY,
J. S. HAYNES,
Committee.

To the above may very properly be added the following testimony from the secretary of the New Jersey Teachers' Reading Circle. He is the well known principal of a large school and an experienced musician:

"In the organization of the American Vocal Music Association, I trust a long step is taken in the direction of making Tonic Sol-fa universal. To say that I endorse it does not fully express my feeling in the matter. My hearty sympathy with the movement does not leave me any choice as regards endorsing it, but I desire to do more."

From the standpoint of a student of the science of education and not merely as a lover of music, I look upon the Tonic Sol-fa as the application to music of the modern and accepted principles of teaching. I think some of the friends of Sol-fa make a mistake in not taking this high ground. It is not a happy device which ren-

ders the teaching of vocal music easier; it is the "new education" operating in the field of music. It is the exemplification of the principle "the thing before the sign." It is the much wanted "education by doing." It is in music what the so-called "natural method" is in the teaching of foreign languages. It is inductive. It appeals to the faculties in the recognized order of their development. It is scientific from beginning to end; from the doh-me-soh of the child to the study of harmony and counter-point. And in my judgment no other system is either inductive or logical. The principles of the new education cannot be applied in their entirety to the staff. The doing is constantly restricted and hindered by the technique to be comprehended and applied. With the staff, a great teacher with exceptional advantages accomplishes wonders, only to find himself distanced by the mediocre teacher using the really "natural" method, the "Tonic Sol-fa."

B. C. GREGORY.
Newark, N. J.

Dec. 12th, 1887.

The practical object of the American Vocal Music Association is to aid schools and churches in their efforts to promote sound and thorough musical education by supplying teachers to give courses of lessons in the Tonic Sol-fa system. Permanent teachers will also be supplied, when desired as far as possible.

Inquiries may be addressed to the manager of the association,

THEO. F. SEWARD.
East Orange, N. J.

THE HISTORY OF EDUCATION.

By EDGAR D. SHIMER, Ph.D.

All that is important in history is of necessity recorded in the literature of nations. It is possible therefore to collate the essential facts concerning education, and to present the process by which the spirit of education has been developed. This gives us purely an objective development. If in order to trace the realization of the truth thus objectively presented we attempt to discover and express the inner meaning of the facts before us, we arrive at a subjective view of history.

Merely a collection of bald facts, a set of annals, will not give us a satisfactory history of education; for not all-historical phenomena are alike significant or equally worthy of attention. Hence there must be a selection of materials if we wish to build a substantial structure. Sifting the essential from the non-essential becomes necessary; subjective activity begins.

We are forced to examine with a critical eye the credibility of the statements accepted for use, and to this end must have recourse to the sources of information. These are first such complete or fragmentary educational works as have come down to us in their original form, the genuineness of which has never been questioned; and second the reports made by others of the writings or oral teachings of contemporary educators. The value of these reports will depend upon their author's subjectivity. An inclination on his part to discuss the truth, and to comment upon it rather than to give plainly the mere statements, may lead him into inexactness; whereas, a want of culture and ability to appreciate what he reports will most likely incline him to give undue prominence to trifles or to lose sight altogether of essentials. So far as it is possible we should examine critically into the trustworthiness of the historical statements offered for our consideration.

Having sifted the facts and established their credibility we are prepared to enter upon a philosophical treatment by seeking a true understanding of the causes and the significance of events. This ought to determine their relative importance, enable us to sift out non-essentials, and give us clear conceptions of the successive development, resultant from a composition of preceding forces. But there is a serious difficulty involved in the determination of relative truth. It is to select a proper norm of judgment. What is to be the standard by which we are to estimate the relative worth of each event in the whole line? Shall it be found in our own opinions, in the facts themselves or in a union of both.

It has been common for men to arrive at an entirely subjective estimate by applying as the norm of judgment their own present body of pedagogical doctrine. They seek to transport a system from the ninth century before Christ to the nineteenth after, and judge it accordingly. If it lacks immediate and absolute value they condemn it totally, relativity or no relativity. This is the empirical method.

Others restrict themselves to the special doctrines of a single system, or to one aspect of a set of phenomena,

and thus isolate these sets of facts as beginning and ending in themselves, instead of forming a connected series. These philosophers seek out the central principle, estimate its value by its capacity for development and use, and then try the particular doctrines under consideration by comparing them with the central principle. This may be called the critical method.

The philosophical method treats each earlier system as a stepping-stone for the later and thus we find a self-developing whole by establishing the causative connection and relative worth of the phenomena. This method presents not merely a bare fact, or the inner connection of a single system, but the order of development of the different educational stand-points along the whole line of progress. The value of studying the history of education by such a method must be apparent. It implies exactness in the collection of original material, acuteness in appreciating, and intelligence in sifting it. The facts are compared, conclusions are reached, and the discrimination of right from wrong is entered upon according to the common development of the object treated and the treating subject. It is a case of action and reaction. Educational culture aids in the understanding of the history, and the study of the history adds to the culture. It is as though we had lived along the line of centuries and had gone through the inductive processes for ourselves reaching at last our present educational consciousness, possessed of the highest generalizations.

The progress of educational thought from one form to another has been a matter of induction and deduction, not a hap-hazard growth. It is a proper sequence, the careful study of which will impel a teacher not only to gather and record the educational facts of his own experience, but to co-ordinate them, to turn the "un-unified" into the "partially unified"; in other words to make, of his knowledge, science. If we are to profit by the experience of mankind we will not disdain to study closely every detail of history that has had or is having any bearing upon educational truth.

This exercise of reproducing the mental labor of the past will in the most natural way lead to a more intelligent exercise of our productive powers, to a more conscientious application of principles, and to the reconciliation of contraries in a higher unity. If we ever succeed in reaching an exact philosophy of education it must be by a complete unification of all educational knowledge. The last possible step in generalization must be taken. In gravity, says Bain, "the principle, the precise law and the application, having been ascertained, a scientific finality has been reached," and we rest satisfied.

SYNOPSIS OF ARGUMENT.

1. Objective development.
2. Subjective view.
3. Essentials.
4. Credibility of statements.
5. Norm of judgment.
6. Treatment.
 - (a.) Empirical.
 - (b.) Critical.
 - (c.) Philosophical.
7. Partial unification.
8. Complete unification.

LITERATURE IN THE KEOKUK HIGH SCHOOL.

From the *Central School Journal* we copy the following course of reading in the above school.

FIRST YEAR.

First Term. { *Legend of Sleepy Hollow.*
 History of Greece. (Fyffe.)

Second Term. { *Lay of the Last Minstrel.*
 Enoch Arden.

Third Term. { *Rab and his Friends.*
 Deserted Village.

SECOND YEAR.

First Term. { *Lady of the Lake.*
 As You Like It.
 Thanatopsis.

Second Term. { *Roman History.* (Creighton.)
 Hymn on the Nativity.

Third Term. { *Macaulay's Byron.*
 The Princess.

THIRD YEAR.

First Term. { *Old Greek Life.* (Mahaffy.)
 Elaine.
 Autocrat of the Breakfast Table.

Second Term. { *St. Agnes' Eve.*
 Bacon's Essays.
 Gray's Elegy.

Third Term. { *Julius Caesar.*

FOURTH YEAR.	
First Term.	{ <i>Emerson's Self-Reliance.</i> In Memoriam. Rape of the Lock.
Second Term.	{ <i>Antigone.</i> (Translation.) Vision of Sir Launfoul.
Third Term.	{ Selections from Carlyle. Macaulay's Bacon.

—GEORGE EDWARD MARSHALL.

PENCIL TALKING.

By SUPT. WILL S. MONROE.

Col. Parker somewhere says that our greatest difficulty in teaching number is not number itself, but the language of number; and what is true of number is quite as true of all the other branches of the common school course. If properly trained, talking with the pen or pencil is to the little child a spontaneous tendency and a delight; but if the teacher attempts to make expression precede thought, a dislike for language work will be fostered, which may require long years to overcome.

Before asking the children to talk with the pencil, be sure that they have materials for expression. If not, tell or read them a story, or talk with them freely about some familiar object. Place on the blackboard a neat outline of the subject-matter, and a list of the words that the class would be likely to mis-spell. Arrange this blackboard outline in such a manner that it will call forth the points of the lesson in the natural order of their development. If you are sure that the children comprehend what you have read or told them, ask them to reproduce it on slates or tablets.

This work can be corrected in a variety of ways: (1) Simply pass about the room and commend where commendation is possible, or point out errors where necessary. (2) Have the pupils read aloud their own work. (3) Have them read the work of one another. (4) Occasionally you can have the work of some one pupil transferred to the blackboard, and compare the other pupils' work with it. (5) Rarely the teacher can correct the work of the class. Several of the pupils each day should be asked to transcribe their work neatly with ink and pen into a blank book kept for the purpose. This permanent work will enable the teacher to measure the progress of the class, and it will also serve as an incentive to the pupils.

SLATES.

The increase in the price of slates we learn has been ordered by the manufacturers' combination which controls the business in this country. Early in May prices were raised 12 1/2 per cent. Recently this was increased about 5 per cent. more, and it is possible that prices may go still higher. There is not much to prevent this, since the slate industry, as stated, is controlled by a combination. The American slate, too, is so far superior to anything produced abroad that there is little fear from foreign competition, even if there were no protective tariff of 35 per cent., as there is.

Almost all of the slates used in the United States, as well as the best grades sold all over the world, are made in Lehigh and Northampton counties, Pennsylvania. A territory about thirty five miles in diameter furnishes the entire material from which is annually made some 70,000 cases, or about 10,000,000 slates of all sizes. The greater part of these are used in this country, but immense quantities are sent to South America, Europe, many of the African countries, Australia, China, and Japan. One of the largest manufacturers and exporters in this country is D. C. Pratt, who has supplied slates for nearly twenty years. He is a tall, heavily-bearded man, full of energy and information about the slate trade and everything connected with it.

"Yes, sir: we beat the world on slates," Mr. Pratt remarked to a reporter, as he paused from his labors for a few minutes. "We sell our goods everywhere, in Great Britain and all her colonies because we get up a better and a smoother article than the Welsh slate, and all over Europe, because the German goods are much inferior to what we make here. A Japanese merchant who just took 1,500 gross from me said: 'I can buy the German slates a trifle less than the American, but the later are so much better that I take them in preference.' That is the great reason why we outsell the old world."

"There are no quarries that compare with those in Pennsylvania. Oh, yes, there are many qualities of slate, but the two great kinds here are the Lehigh and the Delaware. What is the difference between them? Well, there is little in price. The Lehigh is darker and comes a trifle higher for that reason, but both are excellent, as you can see for yourself."

Report of State Association Meetings.

[CONCLUDED.]

THE IOWA STATE TEACHERS' ASSOCIATION.

Time and place Dec. 27-30, Cedar Rapids; President, Supt. L. T. Weld, of Nevada.

SCHOOL GOVERNMENT

was the subject of his address. The teacher's task is to lay deep in the human soul a reverence for law, as law, by teaching the subjection of the spirit to our obligations, and by teaching loyalty to plighted faith. There are three principal forces that govern—moral, intellectual and physical forces; and what the parent or teacher lacks in the first two must be made up in length of whip.

AIR LINE ROUTE TO AN EDUCATION

was the subject of a paper by Supt. F. J. Sessions, of Marion. Schools claiming to fit for teaching the sciences in a summer vacation are to be avoided. In the public school, broad culture is not possible, though its foundation can be laid here. Much of utility can be taught, and between the idea of utility and that of breadth there is going on a spirited strife for possession of the public school.

ABUSES OF THE NORMAL INSTITUTES

were tabulated by Supt. H. E. Robbins, of Lyons, under four heads,—abuses that are the faults of the county superintendent, abuses which are the fault of the conductor and instructor, abuses which are the fault of the teachers in attendance, and abuses which are the fault of the system itself.

THE COLLEGE AND CITIZENSHIP.

by Pres. W. I. Chamberlain, of Ames, emphasized the great responsibility resting upon colleges in developing a high order of citizens. Instruction should be given in such a way that the student may be fitted to grapple with the great questions that come up in our country.

A CHRISTIAN COLLEGE WILL LIVE AND OUGHT TO LIVE.

by Prof. Parker, closed with,—"A Christian college with a competent faculty whose religious aspirations vitalize all terrestrial virtues, whose reverence for the first Sinaitic tablet induces inspiring obedience to all the commands in the second, whose love to God makes their love to the man sparkle with all Christian graces and amenities, must receive the blessings of heaven and the benedictions of this association."

LITERATURE IN THE HIGH SCHOOL.

by Prof. W. W. Gist. Pupils in the high school can be led to appreciate the thought of standard writers and the beauty of their style and at the same time cultivate accuracy in their own use of English. Pupils should study the works themselves and not what some one says about them. In our high schools the special instruction should be confined to American writers. The use of note books is especially valuable.

COUNTY SUPERINTENDENTS AND COUNTY SCHOOLS

was discussed by a number of county superintendents. State Supt. J. W. Akens, said that the educational work of the state rests upon the county superintendent, but he has been prevented from accomplishing as much as he might by the unfortunate district organization. The organization of township schools is the hope of the future.

Supt. E. C. Bellows, of Butler Co., lamented that the county schools are not taught by professionally trained teachers.

HIGH SCHOOLS, FIRST-CLASS, SECOND-CLASS, AND THIRD-CLASS.

by Supt. H. C. Hollingsworth, stated that the mission of the high school is to afford facilities for the advanced education of the masses. It should lay the foundation of intelligent citizenship, inculcate a love for law and order, and the cherished principles of our government.

THE PROVINCE OF LITERATURE IN THE SCHOOL

Supt. Gurney advanced was, "To put the pupil into possession of the means for helping himself to the literary treasures of the world. To give the pupil information,—to store his mind with the best there is in literature. Chiefly to develop taste for good reading, and to fix a habit in this reading."

FREE TEXT-BOOKS.

Superintendent J. P. Hendricks considered desirable but did not expect to see until a law is enacted which will take this important question out of the hands of a publishing house syndicate, and which will make the books of the state either uniform or free, or both. He is prepared to recommend first, last, and all the time, and in behalf of the poor, and in the name of reason and the

principles of economy and business, the enactment of a law which will make the books of the state uniform and which will authorize boards of education to purchase books and utensils for the indigent children, and which will enable us to organize and grade the rural schools.

POLITICAL SCIENCE

was discussed by Supt. A. T. Laylander, who holds that the study of it is a necessity, under our system of government, to thwart the attempts of the socialist, communist, and anarchist. Over-crowded curricula now prevent its study. But we must throw out less important works and teach it.

THE SCHOOL SYSTEM OF CANADA.

Supt. A. L. Shattuck, of Victor, described for the purpose of suggesting some profitable improvements. There is in Canada a uniformity of text-books, the manufacture and sale of which are under the complete control of the executive department. The retail prices are, First reader, part 1, 10 cts; part 2, 15 cts; second reader, 25 cts; third reader, 35 cts; fourth reader, 50 cts; geography, 75 cts; arithmetic and grammars, 25; histories, 35 cts. The elementary instruction is left to the supervision of county inspectors who hold office during good behavior.

HOW CAN THE WORK OF THE FIRST, SECOND, AND THIRD GRADES BE IMPROVED?

was answered by Supt. Amos Hiatt, of East Des Moines. He believed in the following changes in our primary reading: More reading matter, or supplementary reading, and more reading in the line of elementary science, and those subjects that will furnish the mind with useful knowledge; a less amount of formal or book language teaching, and more and more time given to the development of the child's powers of observation and thought expression and more thoroughness in the development of numbers and the fundamental processes of arithmetic. The carrying out of the spirit of the law on alcohol and narcotics, but not making the subject burdensome so as to finally destroy the intended good effects sought.

SPELLING REFORM.

Prof. S. G. Barnes, of Grinnell, presented the report of the committee which advocated the following: "hav," "ar," "defin," "giv," "liv," under the rule to drop final "e," when phonetically useless; "hed," dropping "a" from "ea," having the sound of "e"; "gard," dropping silent "u" after "g" before "a"; "catalog," dropping needless final "ue"; "shal," "wil," simplifying final double consonants; "wisht," changing final "ed" to "t" when so pronounced; "thru," dropping useless and misleading final "gh." These twelve words, with the "tho" already adopted, make the following baker's dozen: Ar, catalog, defin, gard, giv, hav, hed, shal, tho, thru, wil, whisht.

HINDRANCES TO TEACHING BECOMING A PROFESSION

were stated by Prof. S. M. Cart, of Indianola, as (1) lack of preparation on the part of teachers. Many young persons engage in teaching without any special fitness for the work, merely for pastime or convenience. The state is at fault and should provide better facilities for the training of teachers.

(2) Unprofessional conduct. Such as using position for the sake of popularity; catering to public opinion, striving only to please; seeking notoriety through the press; underbidding and undermining a fellow teacher for the sake of securing a better position; adopting every "newfangled" notion, under the pretext that it is an improved method; working upon the pride of parents by hurrying their children through school with a superficial knowledge of the branches taught; professional gossip. When we can remedy these and other kindred wrongs; make thorough preparation and continue in the work, then we may expect to gain the confidence and respect of the community at large, establish a tenure of office and make our calling in reality what it is in name, a profession.

Supt. J. S. Shoup, added: 1. A disposition on the part of the school boards to employ non-professional teachers on account of cheapness. 2. The error of permitting anyone to teach without the proper amount of professional training. 3. Carelessness on the part of parents in estimating the value of elementary instruction. 4. Negligence on the part of the teachers to perform their work honestly. 5. Lack of confidence in the efficiency of the work done by the normal schools. 6. Insufficient salaries paid to professional teachers in the high schools and colleges. 7. Insufficient aid from the state to normal schools and colleges. 8. A disposition to attach to the regular work of the public schools, subjects not of a scholastic nature. 9. No provision for

aged professional teachers. 10. Unfair discrimination on account of sex.

MUSIC AS A REQUIRED STUDY IN THE PUBLIC SCHOOLS.

by Prof. Ruggles, of Fayette, referred to the statistics published by the National Educational Assembly, and the Commissioner of Education, showing the great benefit secured by having the study of vocal music made part of the regular course of common school instruction, and to be taught by the regular teacher the same as any other branch of knowledge.

Experience shows that from 90 to 95 per cent. of the children in public schools can learn music successfully, and this bears as good a percentage as any other study. The study of it is healthful to the child, the youth and the man, in every avenue of life. It is beneficial to health, to mental discipline, and soul perception, and this molds a higher type of character than is secured otherwise.

The following officers were elected for next year :

President, Dr. J. S. Pickard, Iowa City; vice-presidents, Lou M. Wilson, Des Moines, and O. H. Emerson, Grinnell; secretary, L. E. Ross, Hampton; member of the Executive Committee, F. M. Cooper, Lemars; members of the Educational Council, Dr. King, Mount Vernon, and J. Yocom, Charles City; delegate to National Educational Convention, Henry Sabin.

THE MISSOURI ASSOCIATION.

THE NORTHEAST ASSOCIATION met at Moberly, Dec. 28-30.

SPONTANEOUS GENERATION OR CREATION

was the first subject introduced by Rev. S. S. Laws, LL.D. of the State University. He said that no speculation will satisfy the inquisitive mind, and the earliest forms of matter must be considered, in the lights before us, as proceeding from an intelligent, pre-existing and eternal First Cause. Spontaneous generation is not only unknown, but impossible. All the phenomena of nature are resolvable into previously existing conditions, leading the reason backward inevitably to a Primal Cause.

WHAT AND HOW MUCH IN THE PUBLIC SCHOOLS? by W. T. Carrington, of Springfield, was a plea for conservation, and in opposition to the various "crazes" that run their course among educators. The question of "how much in the public schools?" should be answered by first asking the question. "What is it desired they should effect?" When the pupil leaves the common school, he should be able to read English well, to spell, to write a good hand, should know tolerably well the geography of his state and section, and the origin of the free institutions of this country; should be able to keep accounts and observe the general laws of health.

THE POTENTIAL MOOD

was the subject of a paper by H. C. Penn, of Columbia, who holds that the auxiliary verbs are either not auxiliary verbs at all, or can be parsed as indicative or subjunctive, according as their equivalents, not only in English but in Latin and German, are parsed.

NATURAL SCIENCE IN THE HIGH SCHOOL.

by M. Ida Swindt, of Hannibal, advocated science-teaching for its practical utility, because it increased capacity for enjoyment, and for its mental discipline, which was claimed to be of a superior kind. The matter of expense might be greatly reduced by simple apparatus, and school entertainments might provide funds for more costly apparatus. A number of practical suggestions as to methods in physiology, botany, and geology were given, showing how an enthusiastic teacher may make his school interesting, and the aversion for the disagreeable might be overcome. Learning direct from nature was advocated; books should be pushed to a secondary place.

EXPERIMENTS IN CHEMISTRY.

by I. Berry Smith, of Central College, Fayette, showed that the sciences can be taught, even in the common schools by means of simple appliances. Some of these were illustrated, with experiments in hydrogen. He used a pneumatic trough, made from an old tin lard can; quinine bottles for gas receivers; a spirit lamp made from an ink bottle, with a tin tube carrying the wick, passing through the cork; a generator, simply a bottle provided with a cork and tube; some fragments of stove zinc, and a bottle of muriatic acid.

INTELLIGENT VS. INTELLIGIBLE READING.

by Mr. J. R. Kirk, of Bethany, presented strong arguments for more intelligent reading. Much of the so-

called reading he said, might be better called "cruelty to animals," the cultivation of an innocuous imbecility" or "the kill-dead process." A prevailing fault in teaching reading is to put too much stress upon manner, not enough upon matter. Elocution is all right in its place, but as too often presented it becomes not only unprofitable but harmful, and may be defined as the art of repressing and concealing thought and feeling by means of facial contortions, bodily evolutions, etc., etc. The speaker thought supplementary readers a good means to this end, not open to the objection against too much reading, as these series of readers did not give new matter, but embodied the same ideas and words in a new and attractive form. Too much reading destroys reflection and memory, and is a result of careless methods of teaching to pronounce words rather than gain thought.

SPELLING

was discussed by Mr. H. W. Prentis, of St. Louis. He thinks it should be taught in connection with reading. Lists of new words in the reading lesson should be written on the board by the teacher with proper diacritical marks, accent and syllabication, which the pupil should learn and embody in sentences.

THE SOUTHWEST ASSOCIATION met at Marionville, Prof. John Turrentine, of that place, President. A number of valuable papers were read judging from the titles, but no intelligible report of their contents has reached us.

THE MISSOURI VALLEY ASSOCIATION met at Warrensburg. Mr. Halloway, of Sedalia, President. The first topic presented,

FALSE EDUCATION'S PERSPECTIVE,

by G. B. Morrison, of Kansas City, called out much hearty discussion. The question,

HOW CAN OVERWORKED TEACHERS FIND TIME FOR SUCH QUESTIONS AS CIVIL SERVICE REFORM, RIGHTS OF LIBERTY, PUBLIC LAND, ETC.

brought out the general verdict that the fundamental principles of our government and the vital questions of the day could and should be judiciously conducted in all grades from the third reader up.

In the afternoon session,

DEVELOPMENT VS. REPRESSION,

by R. E. Oldham, of Jefferson City, was the first topic discussed. This was followed by a talk from Prof. W. H. Baylman, on Teachers' Examinations.

SPECIAL CONDITION OF COUNTRY SCHOOLS,

by Mr. S. T. Sherly, of Harlan, suggested as a means of benefiting country schools that there be established throughout every county in the state a graded and uniform method of study, and then that there should be a sufficient number of central high schools where pupils might continue their work after having passed through the graded schools. In addition to this, he suggested the feasibility of a summer normal, so that country school teachers could attend school during these months in which they are in the habit of laying idle. How this might be accomplished, or whether this be the best means of benefiting the country school was the problem to be solved.

Mr. H. F. Triplett, of Sweet Springs, read a paper on

METHODS OF DISCIPLINE;

Mrs. R. T. Miller, of Sedalia, one on

HOW SHALL WE EDUCATE OUR GIRLS?

The program in the afternoon consisted of three papers: (1) "The Average Pupil's Vocabulary," by B. F. Hickman, of California; (2) "Government and Society," by Prof. A. Haynes, of Boonville, who again reviewed the topics of civics in the school room, and

SCHOOL EXAMINATIONS, USES AND ABUSES,

by W. M. Moore, of Warsaw.

Prof. C. W. Thompson, of Kansas City, was elected President, and Prof. G. W. McCurdy, was elected Secretary of the association for the ensuing year.

THE COUNTY COMMISSIONERS, held their third annual meeting at Sedalia, and discussed:

Basis of grading teachers' work on examination. Leader in discussion, M. P. Gilchrist, of Livingston county.

What credit should we give to a teacher, upon examination for extensive experience and successful school work? Leader, W. A. Mussetter, of Lewis county.

How can district statistics be secured? Leader, L. W. Dallas, of Linn county.

To what extent is the uniformity of text-book desirable? Leader, L. E. Christian, of Vernon.

Among the resolutions passed were the following:

Resolved, That the Senators and Representatives of

Missouri, in the Congress of the United States, be hereby requested to use their influence in Congress to have established in the United States a simpler system of orthography for the English language.

Resolved, That it is the sense of the County Commissioners of Missouri, in convention assembled, that under the present law the safest plan to secure thorough and qualified teachers is by strict and rigid examinations, and that long and successful experience should only be given credit as it furnishes proof of ripe scholarship and broad culture.

The officers elected for the ensuing year are: President, S. P. Davison, Harrison county; First Vice President, G. W. Jones, St. Charles county; Second Vice President, R. N. Dunn, Johnson county; Third Vice President, W. A. Mussetter, Lewis county; Secretary, R. M. Scatten, Pettis county; Assistant Secretary, H. D. Demand, Fayette county.

THE CALIFORNIA STATE ASSOCIATION.

The Association met at Berkeley, Dec. 27. The president was Prof. A. E. Kellogg. In his address, he referred to the National Association that was to meet in San Francisco, in July next.

Prof. Holden, of the University, gave the address of welcome. A close union of the teachers is most important. We must study the object of the schools. We shall probably agree that the object is the formation of men and women, who are fitted to be citizens of a free republic.

Prof. Martin Kellogg gave an address in which he referred to the deceased members of the faculty of the University. A. L. Mann responded. He referred to the views of Mann, Spencer, and Pestalozzi on education. In the evening there was singing and social interview.

THE KINDERGARTEN AND THE PUBLIC SCHOOL

was the subject of a paper by Miss Willette A. Allen, who said that education was valuable according to the ends which it sought to attain. The Chinese were the first to aim at an object in education, namely obedience; but as civilization advanced, ideas of education progressed. Froebel's method was founded on the principle that all knowledge comes from a contrast of ideas. She illustrated the value of the kindergarten in preparing children for the higher work of the public school. All possible effort should be made to combine the methods of the kindergarten and the public school, so that then both should work for unity.

DRAWING IN PRIMARY SCHOOLS

was illustrated by Paul A. Garin, superintendent of drawing, Oakland Public Schools. He uses models of paper and wood, of different shapes and sizes.

THE PRESIDENT'S ADDRESS

dealt with the following issues: (1) The need of professional standards; (2) The importance of the kindergarten with the public school. (3) The question of manual training. (4) The position of the normal institute. He discussed the "reading circle" very earnestly, urged its enlargement, that the teachers combine for self-culture.

THE READING CIRCLE.

Mrs. K. B. Fisher, secretary of the Teachers' Reading Circle, presented the report of the organization. Circles are organized in twenty counties, represented by 468 names. In Sacramento a circle of sixty had pledged itself to the work of 1888. A membership of 1,000 is probable in another year. The interest in the circles is growing, and from counties and towns letters of encouragement were sent to the officers.

A PLAN FOR INDUSTRIAL EDUCATION IN PUBLIC SCHOOLS

was presented by Hon. James G. Kennedy, Inspector of schools, San Francisco. He said that we want an entirely new method of teaching. The present system is purely theoretical. We need objective teaching. We must have a new course of study. We should have a better means of language development; a growth of language that must be applied to the new affairs of life; the course of science should be arranged from the eighth grades; we should have a complete reorganization of the normal school system. They should all give an industrial education, so that the pupil could be perfectly intelligent in the lines of the industries. The present system of teaching language should be abolished. Laboratories should be built in all our public schools where the pupil could learn the relation that science bears to agriculture, and the relationship between the sciences and the industries. Then would there be fewer profes-

sional men without professions; few men without work. There would be less unhappiness in the world, because better education, that is, education suited to the people, makes a more contented nation."

POETRY AS A SENSE

was the subject of a paper by Miss C. E. Markham. It has been said that that mind which cannot comprehend poetry, is wanting in a sense. It is lacking in that higher reason which we are accustomed to call taste. This can be cultivated by ennobling the soul, through a patient, humble study of the richest poetical treasures of literature. If I should have, what seems to me, the most imaginative work of Poe, I should not select the "Raven" wonderful a piece of work as it confessedly is, but I should name "The City in the Sea." So of Tennyson. I should select his less read "Lotus Eaters."

Prof. G. Schoof, of the San Jose State Normal School, gave an address on

DRAWING.

He thought the teaching of this branch in the grammar schools imperative, but opposed perspective drawing; that could be dispensed with; but industrial drawing was needed. The use of drawing was to give pupils skilled hands and drilled minds to give them a memory for forms.

ADVANCED LANGUAGE WORK,

by Principal Albert Lyser, advocated the abolition of the teaching of English grammar, and the substitution therefor of language.

THE PRIMARY SECTION

listened to papers on "Number Work" by Mrs. F. M. Pugh, of Oakland; "Experiences in Eighth and Sixth Grade Work," by Miss Ward; "Principles Underlying Primary Methods" by Prof. C. H. Allen; "Aids to Primary Teachers," by Prof. Charles H. Allen; "A Study of Occupation," by Miss Belle Brown.

THE HIGH SCHOOL SECTION

discussed papers on "Sound" by Prof. Volney Rattan, of the Girls' High School, San Francisco; "Electricity," by A. H. Randall, and "Light," by Prof. Slote; "The value of note-books and experiments," by Prof. Schoof; "Methods of teaching Mathematics," by Prof. C. H. Allen; "Geometry," by Prof. George C. Edwards, of the University of California; "Algebra," by Prof. C. M. Ritter, of Stockton; also "Rhetoric," by Prof. F. H. Stoddard, of the California University; "The Study of a Poem" by Miss F. de Laguna of the Sacramento High School; "English Composition," by Prof. R. H. Webster; "Methods of Teaching History," by Prof. George W. Minns, of San Francisco; "Arithmetic," by Prof. Frank Morton; "Methods, by Hon. James G. Kennedy, and "Mistakes in Teaching," by Principal Joseph O'Connor, of Valentina.

WHAT TO DO AND HOW TO DO IT

was the subject of an address by the Hon. Ira G. Hoitt, State Superintendent of Public Instruction. He said: The state should train its children not only intellectually, physically, morally, and industrially, but also in patriotism. "I would recommend the establishment of manual training-schools. When we consider the lack there is in this state of skilled labor we cannot but be impressed with the importance of dignifying labor in the minds of the children. The demand of the hour is industrial training-schools, and everybody in the land should have an opportunity to learn a trade. Industrial education is of much more importance than a classical education. And in our public schools I would encourage patriotism. The American flag should hang in every school-room. An hour or two should be spent in singing our best patriotic songs, and telling the children of the great episodes in our national life, until the children are impressed with the grandeur of our national inheritance. There should be more permanency in the teacher's position, especially in the country districts. The salaries of teachers, in my opinion, should be graded with reference to the length of successful service, and at the end of a long and faithful service, the teacher should be pensioned. Normal departments should be established in our universities, and the entire school system should be unified."

TEACHER MAKING.

Principal Joseph O'Connor, of San Francisco, in discussing this subject said, that although many of the normal schools were good as preparatory institutions, it was undeniable that the vast majority of the young people take up the delicate task of fashioning human minds without any knowledge of psychology, without any previous study of theories of education, and with-

out one hour's practice in the instruction and management of a class. The following changes were suggested: "Let the boards of education be boards of educators, school men and women of long experience, noted for their success, capable of examining teachers and pupils. Beginners should be trained in proper methods of instruction and discipline, and above all in directing the work of the class room. In addition to the state normal schools, which so many teachers find it impossible to reach, every city should support a normal training class.

"Efficient inspectors and superintendents are required to guide teachers after they have entered upon their duties; they should themselves be teachers, and should be paid salaries sufficient to enable them to devote their whole time to the inspection and direction of their schools."

SOME MATHEMATICAL TENDENCIES IN MODERN TIMES by Prof. Irving Stringham, of the University of California, was accompanied with some interesting black-board illustrations.

A NORMAL INSTITUTE SYSTEM

was the subject of Prof. C. H. McGrew's address. He showed the evils that existed and suggested remedies. His idea of a normal school was that it should be a professional institution to be used entirely for teachers.

SENSE TRAINING AND HAND TRAINING IN THE SCHOOLS was considered in an address by Professor Joseph Le Conte, of the University of California. He made a number of valuable suggestions to the teachers, on the best methods of bringing to the highest state of perfection the mind as well as the hand of the pupil. The relation of taste to sense was spoken of, and the uses of the manual training-school as a means of educating the masses was advanced.

A class exercise in

RATIONAL METHODS OF TEACHING READING was given by Mrs. N. R. Craven, with a class from the Mission' Grammar School.

Resolutions were adopted recommending a chair of Pedagogy in the University, for establishing normal institutes, and the extension of the kindergarten.

The new officers are:

President, Prof. A. S. Cook, of the State University; Vice-Presidents, Fred. H. Clark, of Los Angeles; Fred M. Campdell, of Oakland; W. W. Anderson, of Sacramento, and George Kleeberger, of San Jose; Secretary, Miss May Madden, San Francisco; Treasurer, J. T. Hamilton, San Francisco.

THE MONTANA TERRITORIAL INSTITUTE.

The session opened at Helena, December 27-29, with Mr. W. W. Wylie of Bozeman, president.

LANGUAGE TEACHING IN THE PUBLIC SCHOOLS was discussed by Prof. Rignalda, Ph.D., of Butte.

THE WORK OF THE COUNTY SUPERINTENDENT was treated by Miss Herd, Superintendent of Missoula county.

MUSIC IN THE PUBLIC SCHOOLS

was the subject of a paper by Miss Fowler who has obtained excellent results with the Tonic-Sol-Fa method.

A CLASS DRILL IN READING was conducted by the Hon. A. C. Logan, the Territorial Superintendent.

WHAT TOPICS IN COMMON SCHOOL ARITHMETIC? was handled by Mr. W. E. Harmon, of Bozeman. He attacked the text-books now in use and advocated the preparation of a text-book for use in the public schools that would contain only necessary matter and be free from the antiquated and superfluous contents that now encumber the pages of arithmetic text-books.

NATURAL SCIENCE TEACHING,

by Mr. Chester F. Lee, of Butte, dwelt upon the importance and order of precedence of the sciences in high schools, giving first place to physical geography, as the most comprehensive, and then following it up with natural philosophy, chemistry, geology, and astronomy. He explained the nature and importance of each branch and dwelt with particular stress upon the peculiar significance of the science of chemistry in such a great mining country as Montana. Not a stage of the mining process, he said, from the time the ore was taken from the ground until the bullion was produced but what was founded upon or intimately connected with fundamental truths of chemistry. He advocated teaching by experiment and illustration throughout, and suggested the

purchase of elementary apparatus to assist the teacher in expounding fundamental principles in each branch.

ENGLISH GRAMMAR IN THE COMMON SCHOOLS by Mr. J. C. Mahoney, of Silver Star, urged the vital importance of the study, and that, more attention be given it in the schools.

A CLASS DRILL IN INTERMEDIATE GEOGRAPHY was given by Miss L. Williamson, of Helena.

OUR COMMON SCHOOL SYSTEM

was presented by Mr. E. A. Carleton, of Helena, who pointed out several defects in the system, and gave some interesting statistics upon school work of different nations.

A class drill in arithmetic was given by Miss Mary Scannell, of Helena.

WHAT SHOULD BE TAUGHT IN THE COMMON SCHOOLS was set forth by Mr. Will Kennedy.

The new officers are:

President—Mr. W. W. Wylie, of Bozeman.
Vice President—Mrs. M. S. Cummins, of Helena.
Sec. and Treas.—Mr. W. E. Harmon, of Bozeman.

THE WISCONSIN TEACHERS' ASSOCIATION.

The association was called to order, at Madison, by President Salisbury, Tuesday evening, the 27th.

VOCAL MUSIC AS AN EDUCATIONAL FACTOR by Mr. Holt, was the first paper in order. On Wednesday morning, the report of the committee, on

THE ELIMINATION OF UNPROFITABLE WORK FROM THE CURRICULUM OF COMMON SCHOOLS,

was presented by Principal A. R. Sprague, of Racine. It recommended a very great reduction in the amount of work attempted in geography. Not much time should be given to the detailed study of outlines. The text of the descriptive geography should not be memorized. In arithmetic less time should be given to intricate and puzzling problems, and more to the attainment of of absolute accuracy in the fundamental operations. The following are among the topics that may well be omitted: longitude and time, exchange and compound interest, equation of payments, complex problems in interest, the measurement of the pyramid and cone, involution and evolution.

The report on the Wisconsin

EDUCATIONAL EXHIBIT AT CHICAGO,

was presented by Dr. J. W. Stearns, of Madison. The common mistake, Mr. Stearns said, is looking toward the scenic effect rather than the purpose of instruction. The effort is made to show what can be done instead of how it is done. The Whitewater high school was commended for the excellent showing in its botany exhibit; the Marinette schools for color work in drawing; Fort Atkinson, for crayon drawings in geology; Lake Geneva, for business forms and geological outlines; Janesville, for studies in natural history; West Eau Claire, manual training. Among the normal schools, Oshkosh and Whitewater were complimented for excellence in clay molding; Whitewater, for shop-work, and relief maps in putty executed by the training school pupils; and Platteville, for the kindergarten exhibit.

THE CHARACTER OF MATHEMATICAL INSTRUCTION IN OUR COMMON AND SUNDAY-SCHOOLS,

by Prof. T. A. Smith, of Beloit College, pointed out quite a variety of mistakes made in mathematical teaching, particularly in the line of introducing puzzling and intricate problems and other unprofitable work.

SOME LINES OF PROGRESS IN OUR EDUCATIONAL WORK were enumerated by Hon. Jessie B. Thayer, and some features yet to be desired were pointed out. The teachers' institute has a function different from any other educational agency, and it should not be confused with them. It should not be a traveling high and normal school. A large part of its work should be in the line of giving a fresh impulse and additional enthusiasm to the teacher, and awakening among the people that interest in educational matters which must underlie the successful operation of our school system. There is a demand in some quarters that the institute should take on more of the popular character of the farmers' institute. Such a transformation would involve serious obstacles which should be well weighed before the change is attempted.

THE UNIVERSITY PROBLEM

received some suggestions from Pres. T. C. Chamberlain, of Madison. The existing system of accredited high schools, with all its dangers in, he thinks, justified by experience. It is the desire of the university authorities to have the high school principal exercise his discretion in recommending such of his graduates as he thinks eligible for admission to the university. It is not to be the policy of the university to accept the standings of undergraduates from high schools in place of examinations.

GRADING THE COUNTRY SCHOOLS

was discussed in a series of papers. Miss Betsy M. Clapp, of St. Croix county, gave a history of the movement in her county, beginning with a course of study arranged in four forms which she prepared and distributed among her teachers previously to the issuance of State Superintendent Whitford's pamphlet on this subject. Her account while not rose-colored still bore testimony of substantial progress having been made.

Prof. L. D. Harvey, of Oshkosh, having sent to all the county superintendents of the state letters of inquiry as to what has been done with the course in their respective localities, received answers from nearly all of them, and from these drew the conclusion that at no time since the movement was inaugurated had there existed a more general and intelligent appreciation of the

value of the course. It seemed clear that it was exerting a very wide spread influence upon teachers and pupils in securing more systematic work, although the formalities and machinery connected with it had not been very generally introduced.

THE WISCONSIN SUMMER SCHOOL OF SCIENCE received considerable attention. Principal Keys, the chairman, gave some account of the work of the committee, and the needs of the movement for the future.

Prin. A. W. Smith, of Wauwatosa, showed what it can do for the high schools.

Prof. E. A. Birse, of Madison, spoke of its future outlook, and related some of his experiences as instructor in the school last summer. He thought that the members came with the expectation of getting two things and got three. They expected facts and methods and received in addition inspiration for their work.

THE ILLINOIS STATE TEACHERS' ASSOCIATION.

The association met at Springfield Dec. 27-30, President J. Pike, of Joliet, in the chair.

[No report of the president's address has yet reached us.]

ELEMENTARY LANGUAGE WORK

was treated by Prof. H. R. Sab, of Belleville. He claimed that the spoken word must be the starting point of language instruction, and not the written. The character of the reading he considered of prime importance. He impressed the point that the fluency and understanding should go hand in hand. Reading he considered the main thing in all stages of primary school work. He also recommended exercise work. During the first three years of school life; separate language exercises should not be given but the pupil should collect a stock of words which should be utilized in the teaching of language.

THOUGHT ANALYSIS.

by Mr. Newell D. Gilbert, of Austin, advocated language developed from written language. Grammar is the anatomy of language, and the study of language by it alone must naturally defeat its own end. Language is dependent upon nature, and words are signs of the natural facts, the latter being the symbols of moral and mental truth. A book must be laid deep, strong, and true in a habit of close observation. We think of a word as a thing, and when we lack fit words, we lack fit thoughts.

THE INFLUENCE OF WHAT CHILDREN READ.

Mr. M. Moore, of Champaign, said depended largely on the imaginative faculty. The influential books are works of fiction and the best are poems and romances that breathe an influence of art and emotion. The child has an inner and outer world. Language is a part of the child. He does not separate the object from the name. He loves his toys. He mourns over his loss. The spiritual and the physical blend. The child wonders. His fancy land is more exciting than the dominion of his experience. He longs for stories. These stories should be histories of real life but not in exact, scientific language. Our primary schools should abound in the melody of thought. The child looks out on nature and makes words out of the things he beholds. The child that breathes the purest surroundings will show his thoughts in the purest language. He wants something that sets forth a stirring story. Children like exciting things. The excitement of the story is the chief attraction. Here is the danger.

THE TEACHER AND THE LABOR MOVEMENT

was discussed by Dr. Richard T. Elv, of Johns Hopkins University. He said that the meaning of the labor movement was a protest against oppression in every form. The reign of democracy is the highest form of sovereignty. Each teacher who is true to his calling is a John the Baptist preparing the way. By industrial democracy we mean the rule of the people in economic life, that part of a man's life concerned in getting a living. It is industrial self-government, higher than political democracy. We want it because it contains the policy of life. Co-operation and temperance go hand in hand. The schools are to prepare the child for civil life, so all our resources should be concentrated in the work of education. The school has failed in two respects. It has turned the aspirations in the wrong direction, and it has not taken the provision it should to render probable such aspirations as are proper.

The college section discussed

DEFECTS IN OUR COLLEGES AND THEIR REMEDIES.

Prof. Ed. F. Reid, of Monmouth, presented the paper which suggested that the state withdraw from the colleges the power to confer degrees; that for the purpose of the higher education the state be divided into two districts, in each of which shall be a board of examiners before whom candidates for degrees be examined, and that the board be elected by the people; that no examiner shall be connected with the education work of the district; that each college send a representative member of its faculty to take charge of the students of his college at the examination held by the board.

President Blanchard, of Wheaton College, in a paper on

THE RELATION OF THE COLLEGE TO THE COMMON SCHOOLS, took up the public schools, the high school and the colleges in turn, claiming the church was the mother of the college, and the college the mother of the public school.

LABORATORY WORK IN PHYSICS AND CHEMISTRY.

Mr. D. P. Parkinson, of Carbondale, began the discussion with a paper on the "Equipment." He made some valuable suggestions regarding the location of a room for a laboratory, and then described the number and character of the various apparatus that it was necessary to purchase for the new institution, where to put them, and how to use them.

Dr. James H. Shepard, of Ypsilanti, Mich., followed with "How to do it." When it is remembered that every day brings new discoveries in chemistry, it is not necessary to argue that a knowledge of this branch of science will be useful. We are hearing less and less of the complaint that laboratory work is not practicable, and also that the pupil is not mature enough. We often hear it said that money cannot be obtained for a labora-

tory. The modern laboratory is a work-shop. The apparatus of a modern laboratory is simple.

Mr. W. C. Barnhart, of Peoria, discussed the "Educational Value" of the subject. To receive real value the pupil must be brought near to nature, in contact with art. In following nature and art lies the power of the laboratory. It is asserted that iron expands by heating. Prove it. In the laboratory the students meet mechanics, and often become acquainted with machines they may use in after life. A laboratory should be a workshop. If a pupil determines for himself a proposition is true or false, he will always remember it.

THE TEACHER

was thoroughly discussed. President Edwin C. Hewitt, of the Normal University, spoke of "The Teachers' Training in View of the Popular Demand." There is no doubt that the teacher should have special training. He should be trained to have a due regard for his work, to know the necessary elements for success. He should be trained to know the nature and character of human beings. He should be trained to see and feel that education is not a mechanical process; that it is a growth. He must be trained to the belief that the good teacher is progressive. He must know that the outcome is a man or woman: not a farmer, a poet, or a lawyer. He must be trained to the belief that the work of the American school is to make men after the American type. He must carry a level head, know what he believes, and why he believes it.

Col. F. W. Parker spoke of "The Teacher's Training in Psychology." One great difficulty in the way of the study of psychology is that there are no text-books. Psychology is the most difficult of all studies. We have the specimens always with us, our own minds. The first thing is to make a thorough study of yourself. If you start out a Baptist you will wind up a Baptist; if you start out a Republican you will wind up a Republican; if you start out a Mugwump you will find the immortal truth. How can we know a character's thought unless we study these laws? The only thing is to find the economical way that leads to growth. I plead for a thorough, honest, and close study of the truth. Let us come together and turn our attention to the one thing, the conditions of human growth.

TOWNSHIP ORGANIZATION

was discussed by the county superintendents. Supt. Geo. I. Talbot, of De Kalb county, opposed its adoption on the ground that it was not the panacea for the evils for which it is prescribed.

Supts. P. M. James, of Lee county, A. M. Brooks, of Sangamon, John Junison, of Adams, P. O. Stiver, of Stephenson, and C. C. Duffy, of Kendall, took part in the discussion.

THE HIGH SCHOOL COURSE

Mr. J. W. Henniger, of Bloomington, considered should be of four years' length. The curriculum should be language, science, and mathematics. He insisted that history was entitled to no second place in the course of study, and showed the necessity of a thorough knowledge of history upon the part of the pupil.

The new officers are:

President—A. F. Nightingale, of Hyde Park.

Treasurer—A. J. Smith, of Springfield.

Executive Committee—Mr. Mack, of Moline; Miss Nannie C. Anderson, of Carbondale, and J. W. Hays, of Urbana.

THINGS OF TO-DAY.

It is asserted that the Czar's pretensions that his designs are not warlike are only a cloak to cover his real designs, which are to gain time for preparation.

The Portland express was thrown from the track near the Merrimack river and nine persons were killed. A large number were killed and injured by a collision near Rawlins, Wyoming territory.

Mr. Kate Shean was killed at Ninety-third street and Ninth avenue, while attempting to board an Elevated Railroad train.

The eleventh anniversary of the Railroad Branch of the Young Men's Christian Association was celebrated in New York.

It is stated that the powers have agreed to summon Prince Ferdinand to resign the Bulgarian throne.

Among the bills introduced in the New York legislature was one providing for a constitutional convention.

Mining in the Pottsville region has practically come to a standstill on account of the strike of Philadelphia and Reading employees.

Lot Flannery, the Washington sculptor, is at work on a marble bust of John A. Logan.

Mr. Balfour continues to prosecute the Irish Nationalists.

A dense fog in Great Britain caused great delay of vessels and railroad trains.

In Congress speeches were made in favor of a bill excluding Chinese from the United States. The Senate passed the bill empowering the President to appoint a commissioner of fish and fisheries.

The official figures of the new census of Buffalo show the total population to be 230,284, an increase of 27,468 over the census of 1885.

In a conflict between troops and crofters, numbers were wounded on both sides, and many crofters were arrested.

A sharp shock of earthquake was felt at Ontario, Canada.

The Presbyterian church has decided to raise \$1,000,000 for its disabled ministers.

There was a great parade in Columbus, O., on the occasion of Gov. Foraker's second inauguration.

Over sixty thousand pilgrims went to Rome on the occasion of the Pope's jubilee. The value of the presents received amounts to 60,000,000 francs, and of the money gifts to 14,000,000.

The remains of Napoleon III. and the Prince Imperial, his son, have been removed from Chislehurst to Farnborough.

Thirty-thousand swine have died in the Marseilles district of France by the plague.

The managers of the National Home for Disabled Soldiers in

Washington, in their report state that the institution is overcrowded, and that additional accommodations are necessary.

The people of the north and west sides of Chicago are engaged in an agitation for better street-car service.

While the officials of Cuba are quarreling, brigands are reaping a harvest. Robberies are of frequent occurrence, and during November 142 knife wounds were attended to by the police surgeons.

Founder's Day was observed at Cornell University with appropriate memorial exercises.

There are many cases of small-pox in San Francisco, and much alarm is felt.

The plague is raging with increased violence in Valparaiso, Chile.

Walter Phelps Dodge has left Yale College, after being boycotted by his classmates.

A score or more of human skeletons have been found in a cave in Muhlenberg county, Ky.

Eunice Cottrell, the great-grandchild of King Philip, died several days ago on the Pequot Indian reservation in Connecticut. She was 115 years old.

FACT AND RUMOR.

Yan Phon Lee, the Chinese graduate of Yale College, who recently married a New Haven lady, devotes his time between playing chess and lecturing in Connecticut towns.

Professor Llewellyn Pratt will leave the Hartford Theological Seminary at the close of the year in May to become pastor of the Broadway church, Norwich.

H. Rider Haggard wants \$500 a night to lecture in the United States.

The Hon. S. B. Chittenden, of Brooklyn, has added \$25,000 to his gift of \$100,000 for Yale's new library building, and work on the edifice will be begun early in the coming spring.

It is reported that the long existing vacancy in the Presidency of Union College has been filled, Prof. Harrison E. Webster, of Rochester University, having been offered the position. The trustees will not announce the tender and acceptance until the occasion of the semi-annual meeting of the board on Jan. 31.

Queen Victoria has paid a well-deserved tribute to journalism in the person of Edwin Arnold, author of "The Light of Asia," who has just been created Knight Commander of the Order of the Indian Empire.

Benson Sewall, only son of Prof. Sewall of the Theological Seminary in Bangor, Maine, was drowned recently at Hampden. He was known in Maine as a lecturer on travels in Europe.

The celebrated Aylesford library will be removed from Packington Hall, Warwickshire, and sold on the 13th of February. It includes a rare collection of ancient books, many early Bibles, as well as the first four folio editions of Shakespeare.

Work upon the Catholic University in Washington will begin as soon as spring opens. Subscriptions are now asked for. The object is to gather as much money as possible before the first structure is begun; that there may be no delay in the work. It is thought that several million dollars will be required.

Be sure to get Hood's Sarsaparilla, the peculiar medicine. Do not be induced to take any other.

EDUCATIONAL NOTES.

IOWA.

C. F. Saylor, of Polk county, was elected president of the superintendents' section of the State Association, and R. C. Barrett, of Mitchell, secretary. Miss Nannie Torrance, of Keokuk county, was elected member of the reading circle. Ole O. Roe and J. S. Shoup were elected members of the educational council.

KANSAS.

More than 300 students are now enrolled in the Garfield University, at Wichita, Kansas, which was chartered April 6, 1886. The corner-stone of its main building was laid one year ago last November. This building covers more than an acre and a half of ground, and when completed will cost \$200,000. It is expected that the building will be completed by the first of next September. \$140,000 have already been expended upon it. Several departments of the University were opened on the 6th of last September. The north wing of the University, containing twenty-one rooms, is now finished and furnished.

The colleges of arts, music, theology, and business are in successful operation.

In the several faculties there are about twenty-five teachers. Good beginnings for library, apparatus, etc., have been made.

The school enterprise at Enterprise, Kansas, mentioned in a recent number of the JOURNAL as "Garfield University," should have been reported as the *Normal College of Garfield University*. It is subordinate to the University. It is expected that school will be opened at Enterprise next September. The University, with its various schools, is under the management of the Disciple (Christian) church, of which Gen. Garfield was a faithful member.

Wichita, Kansas.

G. H. LAUGHLIN.

NEW JERSEY.

The Educational Exhibit made by the New Jersey teachers at the State Association represented every grade in every department of the schools and comprised relief maps in hammered brass, in baked salt, putty and clay, and other maps in "patch-work," paper and leather. A Trenton boy of thirteen made, during the meeting a large relief map of New Jersey, in which the twenty-

one counties were represented in clay obtained from as many Trenton potteries.

There was also kindergarten work, and samples of industrial work from the Paterson schools consisting of tablet laying, unique designs in paper folding, splint and worsted work.

From Paterson were also woven paper work, ornamented cloths, lamp-mats, cushions and plaster-casts of faces and persons. Newark displayed paper work, splint-laying, various models. Atlantic City had a good display of kindergarten work, including woven paper designs, and drawings of objects in national history; Long Branch, clay and putty modeling and paper work. Perth Amboy had a hard-wood model of an English cutter, made by a young boy; clay and plaster modeling, was other work well executed. This was first year's work. Much work in carving and polishing wood was shown. The frames, boxes, boot-jacks, geometrical figures and so on were admirable.

In the room for natural sciences the normal school work displayed consisted of herbariums of great beauty and value, and work in chemistry and collections in zoology.

Drawing was given the greater attention at this exhibit and it was incomparable with that of any previous exhibition in the state. Drawings in perspective were executed by very young children. There was considerable volunteer work after the study of geometrical forms. The normal and model schools displayed fine decorative work. The displays from Newark, Vineland, Paterson, and Elizabeth were exceptional. Very large exhibits of mathematical and other work were also shown.

A thirteen-year-old boy created a panic in a Mt. Holly school recently, by presenting a loaded revolver at the teacher's head with a command to hold up her hand or be shot. He is a dime novel victim.

Over 150 Paterson school teachers have formed a mutual protective association. They are to aid each other in sickness when their salary ceases.

PENNSYLVANIA.

The attendance at the Thirty-seventh annual institute of Crawford county, held at Meadville, Dec. 26-30, was very large, the enrollment reaching 700.

The principal instructors were Dr. T. M. Balliet, Miss Rose Jackson, and Prof. G. Guttenberg. Other speakers were Dr. D. H. Wheeler, Supt. H. S. Jones, Prof. J. A. Cooper, Supt. R. M. Struter.

Dr. Balliet was as popular here as he is everywhere. Miss Jackson gave ten valuable illustrative lessons, with primary pupils from the Meadville schools. In this Miss Jackson excels and is winning golden opinions on all hands. If we mistake not her services will in the near future be in demand in many institutes of the state. Prof. Guttenberg showed how near-at-hand natural history can be profitably introduced into any district school.

There were separate sessions for secondary grade of work and a session for directors.

No previous institute in the history of the county has met with so general commendation. Here is an instance in point. Supt. Jones, of Erie City, an able educator and a superintendent of great experience, visited this institute, and on his return home wrote Supt. J. W. Sturdevant as follows:

"I am charged occasionally with not being ready to give praise when deserved, and to make amends in part for past omissions, I speak out. In my experience in large institutes in the eastern, middle, and western parts of the state, I have never seen such a high measure of concentration of forces, devotion of the teachers and intelligent grasp of the subjects presented, as shown by your institute. Your direction and power as the head of the convention pleased me very much. Too many large institutes are great in mass, but small in directive force—a crowd uncristallized."

The twentieth annual institute of the teachers of Wayne county was held at Hoosdale January, 2-6. Prof. Silas S. Neff, Hon. Henry Houck, Prof. Geo. W. Twitmeyer, ex-Supt. H. E. James, and Miss Narcissa E. White were the principal instructors. The attendance was large and the instruction of a high order.

A fine new memorial chapel is being built in connection with Wyoming Seminary in memory of Dr. Reuben Nelson who founded that institution forty-four years ago.

Supt. Matt Savage, one of the live and stirring superintendents of the state and the president-elect of the state teachers' association, held his institute lately at Clearfield. The instructors were Hon. Henry Houck, Prof. E. O. Excell, Miss Narcissa E. White, Prof. James Eldon, and Supt. C. J. Swift. It was largely attended and ably conducted.

Prof. Alex. E. Frye, for many years associated with Col. Parker was before the institute of Chester, Washington, Lancaster, Lycoming, and Columbia counties this season and everywhere distinguished himself by his able presentation of geography and the methods of teaching it. Professor Frye is a man of fine abilities, great sincerity, and advanced educational thought, and his book on geography, soon to appear, will be hailed with favor by the teachers of our state as emanating from one of the most popular lecturers before Pennsylvania institutes.

Nanticoke. State Correspondent. Supt. W. S. MONROE.

VIRGINIA.

State Superintendent Buchanan has completed his annual report, from which it appears that there are now in operation 7,140 public schools in Virginia, showing an increase of 377 over the previous year. The total number of teachers employed is 7,161, of whom 5,305 are white, and 1,856 are colored.

A bill has been presented in the state legislature providing for the granting of an annuity of \$10,000 to William and Mary College, which is to be converted into a state normal school for the education of white male teachers for the public schools. William and Mary, with the exception of Harvard University, is the oldest institution of learning in America, having been founded in 1693 under the patronage of the then reigning King and Queen of England, in honor of whom it was named. It once enjoyed great celebrity. Presidents Jefferson, Monroe, and Tyler, Chief Justice Marshall, Attorney-General Randolph, and many other early worthies of the Republic were educated at William and Mary. It has often been destroyed by fire—the last time by the Federal soldiers in 1862. It was rebuilt after the war, but its fortunes have steadily declined till it is now without a student. It is located in the ancient city of Williamsburg, the second capital of Colonial Virginia.

Dr. James L. Cabell, professor of physiology and surgery in the University of Virginia, recently completed his fiftieth year of service in that institution, having been elected to the chair he holds in 1838, when he was only twenty-four years old. In honor of the occasion his old students, representing forty states and countries, and his colleagues in the University, presented him with a magnificent golden goblet appropriately inscribed, accompanied by a congratulatory address, while the students now under his instruction gave him a handsome cylindrical escritoire, and the Medical Society of Virginia at its recent session, honored the venerable professor with eulogistic resolutions. In addition to his regular work in the University, Dr. Cabell has filled many important and responsible positions. During the Civil War he organized, as surgeon in the Confederate army, hospitals at the University, and in the neighboring town of Charlottesville, where Federal as well as Confederate soldiers were cared for. For a number of years he was president of the National Board of Health.

Mr. George W. Taylor succeeds the late James Barron Hope as superintendent of schools for the city of Norfolk.

Prof. Wm. M. Graybill has tendered his resignation as superintendent of schools of Roanoke county, and has been succeeded by Professor L. R. Holland. Prof. Graybill's resignation was necessitated by his duties as principal of the public schools of Roanoke City, which rendered it impossible for him to fill both positions efficiently. Mr. Addison R. Hogue, for seventeen years a teacher in the public schools of Accomack county, died recently, aged 46.

President W. W. Smith, of Randolph-Macon College, has secured from the Methodist churches in Roanoke \$40,000 as a contribution to the endowment fund of that college.

NEW YORK CITY CORRESPONDENCE.

SENSE TRAINING.

Assistant Supt. Calkins, gave his first lecture on "Sense-Training" at the Industrial Education Association last Friday afternoon. He spoke of the special purpose of each sense, and the kind of knowledge that the perceptive powers may gain through each sense organ.

The specific purpose of taste, is to furnish to the mind knowledge of the rapid conditions of bodies; that of smell, knowledge of odors. Both these senses are servants of the body, warning it of danger. Both are capable of being trained to make nice discriminations, useful in many ways.

Touch furnishes the means of gaining knowledge through muscular activity. It is the fundamental sense, appealed to often, to test the accuracy of the impressions created by the others. Hearing provides the knowledge that comes through sound. It is important as a source of pleasure, and as a knowledge-giving sense; but such knowledge can be perceived only by other senses, cannot be conveyed by the hearing of words. Teachers often deceive themselves by thinking that to be knowledge, which is sound without thought. Sight furnishes the means of gaining a knowledge of the colors and forms of objects, also the uses and pleasures of light. It is of great importance to the mind, because of its wide range and the delicacy of its impressions. Touch, hearing and sight, may be classed as mind-servants rather than body-servants, and as such, are of great importance in education.

God gives to the child the organs of sight, hearing, touch, taste, and smell, with the tendency to use them, and leaves the rest to his teachers. He needs to be guided in using his senses, in selecting the proper means for their exercise. If left to himself the result is usually a partial and imperfect development. Sense training means the arrangement and use of exercises, that will tend to make the sense quick to notice, accurate in perceiving, and nice in discriminating, so that the result to the mind shall be definite and correct conceptions of things. But it is essential that each sense be trained according to its own ways of perceiving. Children cannot know colors and forms by learning to describe them.

Methods of training the senses were suggested.

Taste can be trained by letting children taste substances, the difference between which can be detected by no other sense, as salt and sugar, sweet apples and sour apples. Smell may be trained by similar exercises, with substances, which appear alike to sight, but may be distinguished by smell.

Such exercises of course are not to be taken up regularly and systematically, but only occasionally; for variety and for the purpose also of training these senses.

Sight. The object to be aimed at in training this sense is to have the children see so as to get definite knowledge. Exercises in color are especially appropriate for this purpose, in the first stages of sight training. The children may be allowed to arrange different colored worsted, pieces of silk, ribbon, etc. They may select like colors, match shades, etc.

Again they may be trained in rapid vision, by showing objects for an instant, after which they describe.

Touch may be trained by means of a "grabbag," containing marbles, tops, buttons, keys, knives, etc.; let pupils one at a time put a hand in the bag, select an object, and tell what it is. Or the pupil may close his eyes, and be asked to tell the name of objects placed in his hands, or to distinguish silk cloth from cotton, lead from glass, etc., etc.

Hearing may be trained by tapping different objects, while the pupils turn their backs, and letting them tell what was tapped.

The Children's Library Association have been given a room in the new Wolfe Memorial Building (42 West 46th Street), and are preparing to organize for active work in this quarter.

A business meeting to act on profits of rooms and to arrange for election of trustees and fund organization, was held at Columbia College, Wednesday, Jan. 16.

The library can be made a most effectual assistant to the teachers if they will co-operate with it. It is proposed to issue tickets for the principals of the neighboring schools to distribute to their pupils.

A principal of one of the city schools says that when she assumed charge, the teachers of the school were being greatly annoyed when on the streets by the pupils who shouted their names in the most disrespectful manner. She at once announced

to her assistants that she should take pains to speak politely to every one of her pupils when she met them, and that this, she believed, would break up their annoying habit. She did so, and many of her teachers followed her example, and it put a complete stop to the rude salutations. Now her boys always bow to her most courteously and respectfully wherever they met her.

On the 17th inst. a large audience gathered in Chickering Hall, to witness the first appearance of Miss Belle Stevenson and Mrs. Amy De You, pupils of Mrs. Harriet Webb. The success which these young ladies achieved, due to earnest efforts and careful study, was fully attested by the critical audience. Mrs. Webb has long been a favorite with the New York City teachers, as a dramatic reader, and the success of her pupils is evidence of her efficiency as a teacher.

PROF. LEIPZIGER ON MANUAL TRAINING.

The "points" in this first lecture by Professor Leipzig were:

1. The existing system of education is not suited to the demands of our age and country.
2. The great need is a harmonious training. The hand and eye should be trained as well as the mind.
3. All children should have instruction in drawing and the use of tools in addition to the general "staples" of education.
4. Technical schools, such as exist in Russia, France, Sweden, and Germany, should be established to train skilled American artisans.
5. Education in morals should form part of a general scheme of education, and should not be left entirely as the province of the Sunday-school.
6. All teachers should have a scientific and special training in studies that relate to the profession.

Prof. Leipzig says that he once found special delight in the fact that a class under his instruction had attained one hundred per cent. in spelling such words as idiosyncrasy, hieroglyphics, misanthropy and the like, and that was not in the Dark Ages either, but in the year of grace, 1877, and in the metropolis of the New World.

Children go to school to be trained how to learn, how to help themselves, how to think, how to study and not to acquire in the brief period of their school-life a list of dates, or rules, or marks. Books and words have hitherto formed the staples of our education. Things and nature must now take their place in order to comply with the spirit of the age.

Advertise for a clerk in to-morrow's paper and you will have a hundred replies from well-dressed graduates of our common schools, while you will not easily secure a skilled workman. We have to import these.

A New England manufacturer said that it was far easier for him to get a clerk in his counting-room capable of making a good translation of the Iliad or Aeneid than to secure a workman in his factory capable of running his machinery.

The development of the kindergarten system will result in the introduction of manual training.

Socrates was a sculpior. Cincinnatus drove the plough, Luther was a turner, Spinoza an optician.

Raphael and Michael Angelo sprung from an age when every object was made with due decorative art, and when this shall be the case with us we shall have Raphael again.

Drawing is the most practical subject that can be taught to children. It plays an important part in all manufactures, it is essential to the silversmith and the jeweler, the cabinet-maker, and the instrument-maker, the potter and the mason, the architect and the engineer. As a means of intellectual discipline it is equal to the study of language, and a knowledge of it adds beauty to life by awakening our perceptive faculties.

The three R's, if no industrial training has gone along with them, are apt to produce a fourth R—rascaldom.

In the past the highest praise bestowed upon man was "well said," in future it shall be "well done."

This general statement of the foundation upon which manual training rests, will be followed next week by "The Theory and Practice" of the Manual Training School.

Prof. Leipzig's "three H's" are the head, heart, and hand.

Dr. Allen's lecture on Aristotle at the University last Friday, was prefaced with a short discussion of various methods that have been employed by educators all down the ages.

First was the *Expository* method—the method by explanation, then the *Polemical*, the *Critical*, the *Demonstrative*, the *Inductive*, the *Deductive*, and the *Perceptive Inductive*, vulgarly known as "object teaching."

NEW YORK UNIVERSITY INTERESTS.

At the meeting of the Council of the University of the City of New York Monday evening a gift of law reports, worth several hundred dollars, was received from David Banks, chairman of the literary committee. W. Gilman Thompson accepted the chair of physiology. A committee was appointed to consider and formulate a plan of action upon the admission of Bachelors of Art from female colleges to the Graduate Division. The subject of enlarged accommodations for the law department was considered but no final action was taken. The reports of the different divisions indicated that there are about 900 students in all departments of the University, divided as follows: forty in the graduate division, 130 in the undergraduate division; 75 in the law department and about 650 in the medical department. An invitation was received for the council to attend the annual dinner of the alumni at Delmonico's on January 25. The invitation also stated that Professor E. A. Johnson would celebrate on that evening the fiftieth anniversary of his occupation of the chair of Latin language and literature, and also that a business meeting will be held at 6 o'clock, before the dinner, to discuss the advisability of establishing a chair of English and History.

In the regular course of Monday lectures before the undergraduates of the University of the City of New York on Monday morning, Dr. William M. Taylor, discussed the question of the damage done to the community by communistic theories. He viewed it from these points of view—charity, education, morals and government—holding that if these notions were to be generally accepted the Anarchistic estimate of human life as of no more account than the life of a beast must become universal.

ARTICLES INTERESTING TO TEACHERS FROM RECENT PUBLICATIONS.

America, Americans Abroad.—Nov. *Chamber's*.
 " Contemporary Thought.—Nov. *Contemp. Rev.*
 " Early Man in.—Nov. *Nineteenth Century*.
 " Germans in.—Nov. *Chautauquan*.
 " The American Idea.—Nov. *Princeton Rev.*
 " Indians in Revol. War.—Oct. *Eng. Hist. Rev.*
 Amherst College, Social Life at.—Nov. *Lippincott's*.
 Animals, Phosphorescent.—(Nov. 4) *Science*.
 Anne (Queen) and her Court.—(Oct. 22) *Saturday Rev.*
 Architecture, Manual Training and.—(Oct. 29) *Building*.
 Arctic, Wintering in the.—Nov. *Swiss Cross*.
 Army of the Republic, Grand.—Nov. *Am. Mag.*
 Aryans, Human Origin of the.—(Oct. 8) *Academy*.
 Atlantic, Fauna of the.—(Oct. 15) *Rev. Scient.*
 Australia.—Nov. *Chautauquan*.
 Autumn Flowers.—Nov. *Am. Mag.*
 Baham Islands, Study of Community in.—Oct. *Am. Nat.*
 Baths, Use and Abuse of Cold.—Nov. *Chautauquan*.
 Bible, and College Curriculum.—Nov. *New Englander*.
 Bible, Betterments in Study.—(Nov. 5) *S. S. Times*.
 Birds, Fifty Common.—Nov. *Audubon Magazine*.
 Birds, Migration of.—(Oct. 22) *Saturday Rev.*
 Blind, Education of the.—Nov. *Century*.
 Books that Have Helped Me, by Rev. Dr. Thos. Hill.—Dec. *Forum*.
 Books that Helped Me.—Nov. *Forum*.
 Botany, Ferns of Jamaica.—Sept. *W. Am. Sci.*
 " Food Plants of Indians.—Nov. *Pop. Sc. Mo.*
 " Sensitive Plants.—Nov. *Chamber's*.
 Buffalo, Passing of the.—Nov. *Cosmop.*
 Bulgaria.—Nov. *Meth. Rev.*
 Burr, Aaron.—Nov. *Mag. Am. Hist.*
 Cables, Submarine.—Nov. *Leisure Hour*.
 California, Ranch.—Nov. *Cosmop.*
 Campbell, Thomas.—Nov. *Leisure Hour*.
 Capitalism and Communism.—Nov. *Unit. Rev.*
 Catholic, Revival of XVI. Century.—Oct. *Quar. Rev.*
 Charity, Paris Free Night-Shelter.—Nov. *Cath. World*.
 Chemistry, Teaching.—(Oct. 6) *Nature*.
 Children's Books, History of.—Jan. ('88) *Atlantic*.
 Chimpanzee, Mr. Crowley, the.—Dec. *Cosmop.*
 Coleridge, S. J.—Nov. *Atlantic*.
 College Disturbances.—Dec. *Forum*.
 Communication at Sea.—Dec. *Forum*.
 Comparative Religion, An Introduction to the Study of.—Dec. *Christian Thought*.
 Concord; Her Highways and Byways.—Nov. *Wide Awake*.
 Constitution, the Nullifiers of.—Dec. *Forum*.
 Copyright, International.—Nov. *XIX Century*.
 Dana, Richard Henry, Sr.—(Nov. 12) *Critic*.
 Debt, Refunding of Public.—Dec. *Forum*.
 Education, Old Industrial.—Nov. *Buchanan's*.
 Education, A Liberal.—Jan. ('88) *Atlantic*.
 Education, University.—Nov. *Contemp.*
 Embryology, Study of.—(Oct. 27) *Nature*.
 Fisheries Question.—Dec. *Forum*.
 Gentleman, What is a.—Nov. *Cornhill*.
 Germany and Russia.—(Oct. 18) *Spectator*.
 Harvard, Religion at.—(Oct. 27) *Indep. Rev.*
 History, Modern.—Nov. *Contemp. Rev.*
 Humanity, The Religion of.—Dec. *Christian Thought*.
 Hymns, Our English.—Nov. *Sunday at Home*.
 Law School.—Oct. *Harvard Law Rev.*
 Leo XIII and the Cath. University.—Nov. *Cath. World*.
 Lincoln, Abraham.—Nov. *Century*.
 Liquor Question, Alcohol and Alcoholism.—Oct. *Scot. Rev.*
 London, Curious Corporation Customs.—Nov. *Cassell's*.
 Lumbering, Canadian.—Dec. *Cosmop.*
 Lungs, Breathing and Ventilation.—Nov. *Chautauquan*.
 Ministers, Professional Education of.—Nov. *Andover*.
 Needlework.—Nov. *Girl's Own Paper*.
 Negro, Is their Vote Suppressed?—Nov. *Forum*.
 New England Authors, Homes of.—Nov. *Chautauquan*.
 Normal School in the U. S. The.—Dec. *Education*.
 Palestine, Recent Exploration in.—Oct. *London Q. Rev.*
 Persia, The Shah and His Court.—Dec. *Cosmop.*
 Philosophy, How the Germans Study it.—Dec. *Education*.
 Philosophy in Politics.—Dec. *Christian Thought*.
 Roman Discoveries in Britain.—Oct. *Reliquary*.
 Salt, Geology and Manufacture.—Nov. *Chautauquan*.
 Science, A Great Blunder of.—Dec. *Christian Thought*.
 South, Here and There in the.—Nov. *Harper's*.
 Stars; are they Suns?—Nov. *Good Words*.
 Stellar Photography.—(Oct. 18) *Nature*.
 Tacoma to Los Angeles, From.—(Oct 20) *Nation*.
 Tariff, The Western View of.—Dec. *Forum*.
 Technical Training, The Tendency of.—Dec. *Education*.
 Tree Planting, Ornamental.—Nov. *Murray's*.
 Viking Ship.—Nov. *Scribner's*.
 Wealth as a Profession.—Nov. *Quiver*.
 Women, A Brighter Hope for.—Nov. *Cosmop.*
 Women, Industrial and Educational Union. Nov. *Godey's*.
 Woman and the Temperance Question.—Dec. *Forum*.
 Women Workers in Our Country.—Nov. *Women*.
 Teach? What Shall the Public Schools.—Jan. *Forum*.
 Books that have Helped Me.—Jan. *Forum*.

Women, Concerning.—Jan. *Forum*.
 Cities, Congestion of, Dr. Hall.—Jan. *Forum*.
 Government, Fundamental Principles of Our.—Jan. *Mag. Am. Hist.*
 Yucatan, Discovery of.—Jan. *Mag. Am. Hist.*

BOOK DEPARTMENT.

NEW BOOKS.

LECTURES ON THE SCIENCE AND ART OF EDUCATION. By Joseph Payne, A.M., the first professor of the Science and Art of Education at the College of Preceptors, London, England. With portrait, chapter analyses and full index. New Edition. Cloth, 16 mo. 343 pp. \$1.00. Published by E. L. Kellogg & Co.: New York and Chicago.

This is a new edition from new plates of this well known and valuable book for teachers. The first edition was published four years ago by the above firm, in its present abridged form, and nearly 7,000 copies have been published and gone into the hands of American teachers. It has been adopted by nearly every State Teachers' Reading Circle from New England to California. As the plates were becoming considerably worn, the publishers determined to issue a new edition from entirely new plates. The volume is before us and contains the following improvements of great value to teachers, and especially helpful in the study required by the reading circles.

1. Topics discussed in the text are printed in small Italic type on the wide margins of the pages, for example: "How should we teach the Science of Education?" and "The Laws of Intellectual Action." This feature of the book is of great value.

2. Analyses at the end of each lecture are added. These will be invaluable to students, for they present in compact form the arguments and discussions. If we had space we should like to present a single page as a specimen when their great value would become apparent at a glance.

3. The index at the end is a sort of common-place book on education. If any teacher wants to find a few words of wisdom and inspiration on almost any educational topic, he will here find where it may be had at hand, not in some distant volume, but in this volume. It will be many years before an edition of Joseph Payne will be published, better adapted to the wants of the working, thinking teacher, than this.

Let a body of working teachers study this book, and what would be gained? Power, knowledge, and inspiration; power to give reasons for belief or non-belief in certain doctrines; knowledge of what the essence of teaching is, and how the science of education is growing; inspiration in thinking how grand is the work of instruction, and how much we can do in training the young minds committed to our care. The time is far distant when Joseph Payne's Lectures will be laid on the upper educational shelf. He wrote like Page, Froebel, Horace Mann, and Parker; for all time. Some works will live, others will die; this one is going to live, and this new edition will help its life.

Typographically the book is very handsome, the type large and clear, printing and paper the best, and binding plain, but elegant.

FIGHTING THE SEA, or Winter at the Life-Saving Station. By Edward A. Rand. New York: Thomas Whitaker, 2 and 3 Bible House. 344 pp. \$1.25.

If there is any book in which boys are especially interested, it is that one which details in truth and vividness a story of the sea. This volume, by a writer who has already done a good deal toward cultivating a right taste for books in the young, is composed of twenty chapters, and each one is full of the stirring influence, courage, and heroism, of those whose work it is to stand by the life-saving stations. After visiting a station on the coast and spending a night there, the author became deeply interested in the work of the hardy crew, and decided that such heroes as he saw deserved a better appreciation by the nation they live and die for. This book is the outgrowth of Mr. Rand's efforts, for the boys, especially, in behalf of these brave seamen. The book is intensely interesting, and shows some of the experiences at the life-saving stations. Among the topics which appear are "The Storm," "The Boat Race," "The Surf Bay," "An Ugly night," "A Soul in Need," and "Dark Depths Uncovered." There are several illustrations which add a good deal of interest to the volume.

THE FORTUNES OF THE FARADAYS. By Amanda M. Douglass. 407 pp. \$1.50.

Any one who has read Miss Douglass' "Foes of her Household," will be pleased to welcome another work from her pen, and the present volume is fully equal in interest to any of her former novels. It is a large book, well and tastefully bound in red, with black lines and ornamentation. The story opens with Dr. Faraday's family, which is a large one, and the reader's interest increases in them, their fortunes, and beautiful home-life as the story progresses. The entire harmony and love which shows itself in the Faradays all through, from comparative poverty to riches, leaves a pleasant impression upon the mind of the reader. Dr. Faraday himself is a character of the greatest honor and integrity, and might serve as a model to all men of business. The enthusiasm of the reader does not lag while the story lasts.

SCIENCE SKETCHES. By David Starr Jordan. Chicago: A. C. McClurg & Co. 276 pp. \$1.50.

Professor Jordan has gathered together in this volume, a number of unconnected sketches and addresses, which come more or less directly under the head of Popular Science, and form a most interesting book. There are eleven of these sketches, appearing as chapters, the first one being a delightful "Story of a Salmon." "Johnny Darters" forms the second chapter, followed by "The Salmon Family," "Dispersion of Fresh-Water Fishes," "The Nomenclature of American Birds," "An Eccentric Naturalist," "A Cuban Fisherman," "Darwin," "The Story of a Stone," "An Ascent of the Matterhorn," "The Evolution of the College Curriculum," to which is added an Appendix, consisting of a list of scientific papers. Some of these essays, by Dr. Jordan, are delightfully written, and show an uncommon facility in putting scientific facts and knowledge into a form which cannot fail to attract and interest even the average thoughtful reader, while the real student of natural science will be delighted with them. The Appendix gives the list of scientific papers of Dr. Jordan, from 1878 to 1887.

HOW TO TEACH VOCAL MUSIC. The Teacher's Eclectic Manual and Course of Study in Vocal Music. For Public Schools and Classes. By Alfred Andrews. New York: Fowler & Wells Co., Publishers. 775 Broadway. 77 pp. Paper, 50 cents; cloth, 75 cents.

After more than twenty-five years of teaching vocal music in schools and classes, Professor Andrews presents this volume to the public. It is small, but contains a complete course of study which may be carried on through several years. It is designed to assist the regular class teacher who is required to teach the rudiments of vocal music, and in preparing it, the author has used great care in discriminating between the best points from the various systems now in use. The book is a practical one, and as such will be of value.

A POPULAR MINERALOGY AND GEOLOGY. By Katherine E. Hogan. Published by A. Lovell & Co., New York. 69 pp.

In a series twenty-nine short chapters, under as many different titles, the author of this little book gives an outline of the history of the earth, from its creation to the present time. The structure of our planet is explained, as well as the action of air, water and heat—successive forms of life are taken up, and their most striking characteristics pointed out, with the causes, so far as known, that lead to their extinction or modification. In the preparation of this little volume, Miss Hogan, has consulted the latest and best authorities in Europe and America, and it has been her desire to make it as practical as possible. As the minerals of which the rocks are composed, are briefly described, it is the desire of the author also, that the children who use this book, should examine, handle, and become personally acquainted with at least twenty common minerals. These minerals being labeled, the children should be allowed them neatly and put away in order. There is a fascination in learning in this way, which assists the young student permanently. Learning by doing, seems to be the wise decision of Miss Hogan. The illustrations add much to the interest and value of the book.

RECITATIONS FOR CHRISTMAS. Selected and Arranged by Margaret Holmes. Indianapolis: Charles A. Bates, Publisher. 122 pp. 25 cents.

It is now past the season for Christmas recitations, but a little book, given up to the subject entirely, will keep until another Christmas comes. Of the sixty selections, in prose and verse, which compose the book, many of them will be found of interest and value.

NATURAL LAW IN THE BUSINESS WORLD. By Henry Wood. Boston: Lee & Shepard, Publishers. New York: Charles T. Dillingham. 223 pp. 30 cents.

In presenting this little volume to the public, the author makes no claim to any original theories in the domain of Political Economy, nor does he desire to enter into theoretical speculations. His aim has been to trace out the working and application of Natural Law, as it runs through the economic and social fabric. The book is composed of sixteen chapters, and among the subjects discussed are: supply and demand, labor combinations and their effect on the laborer, socialism, dependence and poverty, capital and labor be harmonized? wealth and its unequal distribution, alternations of prosperity and depression, railroads, and railroad consolidation. The object of this work is to promote the interest of labor, and the author aims to point out the natural and solid highway to success, through industry, merit, and economy. It is an important question, and the book will be studied with interest.

COMMON SCHOOL ENGLISH. A Graded Series of Language Lessons, for the Use of Teachers of Primary Schools. By James G. Kennedy, and Fred H. Hackett. San Francisco: Samuel Carson & Co., Publishers. 101 pp.

A ready and accurate use of English, is acquired only by actual practice in speaking and writing it, and any method that provides the means of accomplishing that, is a good one. In this little volume is found a graded series of lessons extending over four years, and their purpose is to give teachers a simple, well-arranged method of teaching language in primary classes. Each year's work is given in a separate section. During the first year the work is mostly oral, the second year written composition work is added. The third year includes sentence making, letter writing, oral information, original descriptions, etc. In the fourth are found the parts of speech and their uses, combined with a variety of composition exercise, letter writing, reproduction, etc. For a small book, there is a great deal of information, and practical work to be found in this volume on "Common School English."

MEN, PLACES AND THINGS. By William Mathews, LL.D. Chicago: S. C. Griggs & Co. 386 pp. \$1.50.

The papers in this volume have been written by Dr. Mathews, at intervals of time considerably apart; most of them have been prepared expressly for this volume, and the rest for publication. The papers are, most of them, brief, and explain themselves in the title. Great men are included, authors, preachers, and statesmen, among whom are found Bulwer, Canon Farrar, William Pitt, Alexander Dumas, and Napoleon I. The House of Commons, The Queen of Watering Places, Hamburg, and London, are the places to which a sketch is devoted. "The Greatness of London," is especially interesting, as it gives, in a short space, a clear description of its immense number of inhabitants, and wonderful amount of all that goes to make up a modern city. There are twenty-eight essays found in this volume, and everyone is a representation of the pure, literary value of Dr. Mathews' writings. They are racy and brilliant. "Tricks of Types" is most amusing. "The Advantages of Ugliness," and "Oysters," are perhaps the two most facetious papers of the entire book. Dr. Mathews' style is finished, as well as genial. The make-up of the book is in excellent taste, bound in brown, black-lined and gilt-lettered.

THE ART OF PROJECTING. A Manual of Experimentation in Physics, Chemistry, and Natural History, with the Porte Lumière and Magic Lantern. By Prof. A. E. Dolbear, M. E., Ph. D. Illustrated. Boston: Lee & Shepard, Publishers. New York: Charles T. Dillingham. 178 pp. \$1.00.

This new edition of Professor Dolbear's work, has been enlarged considerably, and while the original was a very useful book, this one, with its valuable additions will meet a greater need. Two features are specially mentioned; the electric lamps and lights for projection purposes, and the production and phenomena of vortex rings. Of the former, there is pointed out, by the author, what is at present practicable, and of the latter it may be said that the vor-

tex-ring theory of the constitution of matter has so much philosophical and scientific importance, that the author has felt warranted in presenting what he believes to be the most complete series at present known. The illustrations given in this new edition are beautifully clear, and the make-up of the book, in every respect, is excellent. It has fine quality, satin-finish paper, clear type, and a tasteful brown binding, with gilt lettering.

THE SCIENCE OF EDUCATION. Designed as a text-book for teachers. By Francis B. Palmer, Ph.D. Van Antwerp, Bragg & Co. Cincinnati and New York. 341 pp. \$1.50.

This book is an attempt to arrange the principles of education in methodical order, and thus bring to light a science of pedagogy. The question whether there is a science of education has been much debated in the last few years—our author believes there is, and the design of his book is to bring it into visibility. On accomplishing this end he bases his results on the principle that, "the one universal law of method is growth by exercise," and, "that the study of methods is an enquiry into the best means and manner of exercising the various mental faculties." He does not believe that psychology is the basis of the art of methods, but that such a foundation must be found in knowing the steps of our own mental advancement, and that the first principle established in this step is a consciousness of difference or discrimination, and that the natural effort of the mind from the first to the very end of life, is to seek to unify thought. In a book review there is not space to point out all the steps the author takes. It is sufficient to say that at the close of part first, he infers the general law of mental development in the following words:—"General law.—When latent mental energy is stimulated to activity by the influence of differences in objects, it is the natural tendency of this energy to unify the differences, and for the unities to become fixed forms of the mind, and the unification restores the equilibrium of the energy excited." In part second he discusses the special laws of mental development in which he treats of reflective consciousness, native activity, discrimination, unification, etc. The third part of the work is devoted to the development of the several faculties, in which he treats of the feelings, cognition and the will. Throughout the book there is abundant evidence of much thought—the author possesses the habit of analytic thinking in a remarkable degree. The only criticism we have to offer at present is, that as a whole, there is a lack of logical arrangement. In logic the author is superior—in classification, he lacks. When making this criticism we doubt whether there is any student of education in the United States who could do better than Dr. Palmer has done—but that it will be better done at some future time we have no doubt—but, in saying this, we affirm that it is by far the best book that has ever been written on this subject in any language.

BAKER'S HUMOROUS SPEAKER. A Series of Popular Recitations and Readings. Edited by George M. Baker, Boston: Lee & Shepard, Publishers. New York: Charles T. Dillingham. \$1.00.

This volume is composed of miscellaneous selections in prose and verse, and is with a few exceptions devoted to recitations and readings in the Yankee, English, Irish,

Negro, German, French and Scotch dialects. The selections are humorous, but a few pathetic pieces have been introduced an account of admirable dialect qualities. There are two hundred pieces, many of them old friends, with some new selections, and among them will be found the dramatic, patriotic, and pathetic, something to suit the taste of all who desire this style of recitation. The book is well bound in brown, with gilt lettering.

PORTRAITS AND BIOGRAPHICAL SKETCHES OF TWENTY AMERICAN AUTHORS.

MY HUNT AFTER THE CAPTAIN, AND OTHER PAPERS. By Oliver Wendell Holmes. With Notes and an Introductory Essay.

THE VISION OF SIR LAUNFAL AND OTHER POEMS. By James Russell Lowell. With Notes. Houghton, Mifflin & Co., Boston: 4 Park Street. New York: 11 East 17th Street. The Riverside Press, Cambridge. Single Number, 15 cents.

These volumes of the "Riverside Literature Series," bring to lovers of good reading some of the gems of literature. "Portraits and Biographical Sketches of twenty American Authors," is an extra number and one of special interest. It contains a life-like portrait of the authors represented, with a concise, but complete biography of each. The list comprises the names of those who have become, through their writings, household words, those of whom our country is proud, and whom we delight to honor.

"My Hunt After the Captain," by Dr. Holmes, is a thrilling episode of the battle of Antietam. The other papers are "Physiology of Walking," and "Great Trees." The later paper shows to perfection, the facetiousness of the "Autocrat of the Breakfast Table." James Russell Lowell's "Vision" of Sir Launfal, is a poem of such renown that it needs no comment. It is perfection itself.

REPORTS.

ANNUAL REPORT OF THE SUPERINTENDENT OF DISTRICT SCHOOLS, OF WEBER COUNTY, UTAH, 1886-87. Edward H. Anderson, Superintendent.

The teachers in these schools have some difficulties to contend with, the most serious of which are irregularity of attendance, and lack of the needed reference books, globes, and maps. Forty-six teachers, twenty-two male and fourteen female, were employed in the schools of the county in 1887, at average salaries of \$52.45 and \$30.70 respectively per month. Out of the number enrolled for 1887, 524 were children of non-Mormon parents, and 3,505 children of Mormon parents. Considerable has been done lately to improve the schools, and there appears to be a genuine spirit of progress, a desire to increase the effectiveness of the schools, and to raise the standard of education.

LITERARY NOTES.

Another of Professor N. S. Shaler's notable articles on the surface of the Earth will appear in *Scribner's Magazine* for February under the title of "Volcanoes." Among the illustrations will be a number of very picturesque views of the great eruption in the Sandwich Islands, which have never before been engraved.

Among the latest works on the list of Ticknor & Co., are a brilliant new novel, "Queen Money," by the author of "The Story of Margaret Kent;" "Looking Backward, 2000-1887,"

by Edward Bellamy; "Under the Southern Cross," by M. M. Ballou; "Trinity Church, Boston, Mass.—Monographs of American Architecture, No. 5."

Probably no articles published in the English language so deeply interest all thoughtful people in Europe, Asia, and America as Mr. Kennan's articles on Russia in *The Century*.

The Authors' Club, of this city, have broken one of their rules and admitted a woman to honorary membership, the lady in question being Mrs. Harriet Beecher Stowe.

Mr. Edgar Salter, the author of "Mr. Incou's Misadventure," has gone to Florida for the winter. He is finishing a new novel which is to be called, unless he has lately changed his mind, "The Truth About Tristan Varick." It will probably be first published in the columns of *Lippincott's Magazine*.

A translation of "Quabbalah," the philosophical writings of Solomon Ben Yehuda Ibn Gobirol, has been prepared by Isaac Meyer, LL. B., of 200 South Sixth street, Philadelphia, and will be published in that city.

A history of the Church of the Strangers, of which Rev. Dr. C. F. Deems is pastor, is published by Wilbur B. Kelchum, 71 Bible House, N. Y.

The Baker Taylor Co., are disposing of the 100th thousand of that popular work, "Our Country: Its Possible Future and Its Present Crisis."

During the coming year the Critic will devote considerable space to the discussion of the subject of International Copyright.

The Book Buyer is the authority for saying that the seven leading magazines published in New York, have an average circulation of 650,000 copies per month.

The publishers of *Wide Awake* have offered \$2,000 in prizes to be given for the best articles, stories and poems sent in by the boys and girls attending American schools.

MAGAZINES.

The Atlantic for January contains a fine steel engraving of Miss Murfree (Charles Egbert Craddock) and the same number has the opening instalment of her new story, "The Despot of Broome's Cove." A series of "Unpublished Letters from Franklin to Strahan," edited by S. G. W. Benjamin, will be read with pleasure by all who are interested in historic research and biographical relics.—Richard Proctor, in the January *Metropolitan* tries to answer the question, "Have ghosts been seen?" and Edward King writes of "Cubs and Club Life of Paris." "An Orphan in Japan," and "The Crime of Mioshi Roof," are two stories of great interest and merit. The poems are by Helen Cone, Frank Sherman, Keith Tupper, and Daniske Handbridge. There is so much in *Vick's Magazine* for January of interest to lovers of plants and flowers that it is hard to make distinctions. "A Trip to Frace," and "Botanizing on the Great K.-nawha," will probably attract as many readers as any other articles in the number.

The old Wentworth mansion at Portsmouth, N. H., will form the background for a story by Barrett Wendell in *Scribner's* for February, entitled, "The Last of the Ghosts." The beau-pere to the article is a drawing of the old mansion. Another attractive feature will be the unpublished letters from Mendelssohn to Moscheles. Robert Louis Stevenson's second paper, in the series which he is contributing to the magazine, will appear in this number. The title—"The Lantern Bearers," is significant of a boyish sport in which the author took part in a Scottish fishing village.

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Some good places secured by ladies through this agency are as follows:—Jefferson High School (Cook Co.) \$1,000; Forrestville School, (Cook Co.) (Grammar Grade,) \$500; Edg. water, Primary—Aspen, Colo., \$800; Bismarck, Dak., \$750; Evanston, Ill., \$600; Elgin, Ill., \$650, etc.

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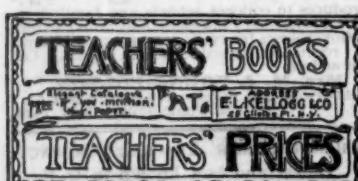
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